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ABSTRACT

A national training program was conducted to prepare selected vocational teacher educators and state department of education personnel to develop and/or improve personnel development programs for local administrators of vocational education. The training program consisted of a competency-based national training workshop and follow-up on-site technical assistance. (Workshop materials are also available in ERIC as CE 021 465-467.) Thirty participants representing ten different states were selected to participate in the workshop which was planned and conducted using a specially designed competency-based administrator education workshop module as the medium of instruction. A variety of strategies was used, including small and large group presentations/discussions, individual activities, team activities, case studies, and hands-on activities. Feedback on the workshop was very positive. Participants reported significant gains in their own knowledge and ability to use the competency-based approach. Participants were particularly pleased with the quality of the workshop training materials and the quality of staff/participant interactions. Several of the participating states have conducted needs assessments and made specific plans to provide expanded and competency-based administrator education programs within their respective states. (Author/BM)

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# PERSONNEL DEVELOPMENT FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Final Report
Project No. OH-V-711 (N)
Grant No. GO5-77-00149

BEST COPY AVAILABLE

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December 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 021 468

This Personnel Development for Local Administrators of Vocational Education training program is sponsored by the National Center for Research in Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education.

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

## THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

## FOREWORD

This final report documents and describes the planning, national workshop, technical assistance, and evaluation activities that were a part of the National Center's USOE-EPDA sponsored Personnel Development for Local Administrators of Vocational Education national training program. This project was one of the eighteen national vocational education personnel development priority projects for the 1977-78 school year.

Vocational education requires aggressive and effective leadership. To provide this type of leadership for rapidly expanding secondary and post-secondary programs, more and better programs of administrator preparation are needed. The effective preparation of competent local administrators presents a special challenge because of the large number, complexity, and uniqueness of many of the competencies involved. A pressing need exists in most states for the inservice training of many present administrators and for the recruitment and preparation of additional personnel who can provide strong administrative leadership. Strong and competent administrative leadership is a prerequisite to improved programs for vocational and technical education students.

While these leadership requirements have long been recognized, the necessary personnel development programs specifically designed to train these individuals have been few. Further, some of the existing programs have had a difficult time staying abreast of new research findings, the latest innovations in delivery strategies, and recently developed curricular materials. Many vocational administrators, therefore, have had to face unusual difficulties in pursuing their professional development needs and goals.

In response to the need for more programs and for existing programs to more effectively prepare local administrators at both the secondary and post-secondary levels, the National Center for Research in Vocational Education conducted the national training program described within this report. The major purpose of the program was the preparation of 30 selected vocational teacher educators and state department of education personnel from ten states where vocational administrator education was a high personnel development priority.

A national workshop for these 30 persons was held in February 1978, and a technical assistance visit was made to each of the participating states by project staff. The primary focus of the national workshop was the competency-based approach to vocational administrator education. In addition to project staff and several consultant presentations, a specially tailored competency-based module was prepared to give structure to the national workshop, and to permit staff to model the type of instructional program being advocated. Other materials developed specifically for the

workshop included three annotated bibliographies on (a) selected research studies, (b) available administrator instructional materials, and (c) alternate delivery strategies for preparing vocational administrators. These documents are made a part of this report by reference only.

As with any national personnel development effort of this nature, many persons contributed significantly to its success. Special recognition for his role in planning the national workshop, materials development, conducting and evaluating the workshop, and providing on-site technical assistance goes to Robert E. Norton, Senior Research and Development Specialist and Associate Program Director for Professional Development in Vocational Education, who served as Project Director. Special appreciation is also extended to James B. Hamilton, Program Director for Professional Development in Vocational Education; to Karen M. Quinn, Program Associate; and to Lois G. Harrington, Program Associate; for their roles in preparing materials for, and in conducting the national workshop. Thanks are also extended to Glen Fardig and Kristy Ross, former Center staff members who helped with the early phases of the project. Credit is also given to Karen Quinn for writing most of this final report and to Debbie Parsley who typed it and the other materials associated with this project.

Finally, thanks are extended to George Kosbab, State EPDA Coordinator for Ohio and to Duane Nielsen, Chief, Vocational Education Personnel Development, Bureau of Occupational and Adult Education for their guidance and administrative assistance in planning and conducting this project.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

# ABSTRACT

Project No.: OH-V-711(N) Grant No.: GO5-77-00149

Title of Project: Personnel Development for Local Administrators of Vocational Education

Grantee Organization: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

Project Director: Dr. Robert E. Norton

Period Covered: July 1, 1977 to December 31, 1978

The purpose of this national training program was to prepare selected vocational teacher educators and state department of education personnel so as to increase their ability to develop and/or improve personnel development programs for local administrators of vocational education. The training program consisted of a competency-based national training workshop and follow-up on-site technical assistance to facilitate the implementation of plans made at the workshop. In addition to the workshop and the technical assistance provided, a workshop training module, a description of alternate delivery strategies, and an annotated bibliography of instructional materials were prepared and disseminated.

Thirty participants (vocational teacher educators and state department representatives) representing ten different states (one team of three participants per state) were selected to participate in the training program based upon the need for and commitment to improving administrator preparation within the state.

The national workshop was planned and conducted using a specially designed competency-based administrator education workshop module (LA-101) as the medium of instruction. The use of this module enabled project staff to model the approach to administrator preparation (the competency based approach) which was recommended and explained at the workshop. A variety of strategies was used, including small- and large-group presentations and discussions, individual activities, team activities, case studies, and hands-on activities.

Feedback on the national workshop was very positive. Participants reported significant gains in their own knowledge and ability to use the competency-based approach for improving the preparation of local administrators of vocational education. Participants were particularly pleased with the quality of the workshop training materials, and the quality of staff/participant interactions.

Several of the participating states have conducted needs assessments and made specific plans to provide expanded and competency-based administrator education programs within their respective states.

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# CHAPTER I: INTRODUCTION

## Background

In 1977, the need for more and better programs of administrator preparation for rapidly expanding secondary and post-secondary vocational education programs was apparent. A pressing need existed in most states for the inservice training of many existing administrators and for the recruitment and preparation of additional personnel who could provide strong administrative leadership. While these leadership requirements had long been recognized, the necessary personnel development programs specifically designed to train these individuals were few. Further, some of the existing programs had had a difficult time staying abreast of new research findings, the latest innovations in delivery strategies, and recently developed curricular materials.

In response to the need for more programs and for the improvement of existing programs to train local vocational administrators, the national training program, "Personnel Development for Local Administrators of Vocational Education," described herein was conducted. The overall purpose of the project was to provide training to selected vocational teacher educators and state department of education personnel which would increase their ability to develop and/or improve personnel development programs for local administrators of vocational education. The focus of the national training program was on the competency-based approach to the preparation of local administrators, with

special attention being given to relevant research findings, recently developed curricular materials, and innovative delivery strategies.

## Goals and Objectives

The major objectives of the training program were:

1. To conduct a national search for administrator research studies, alternate delivery strategies, and relevant instructional materials.

2. To refine plans for conducting the training program and providing technical assistance.

3. To prepare a comprehensive workshop training package on strategies for improving the preservice and inservice preparation of local administrators of vocational education.

4. To plan and conduct a national workshop on the competency-based approach to administrator training, the latest research findings, innovative instructional strategies, and new curricular materials.

5. To provide individualized on-site technical assistance to help each team of participants refine and implement their plan for improving the preparation of local administrators.

6. To evaluate overall project outcomes and to prepare quarterly progress reports and a final project report.

Each of the major objectives implied processes or activities that were necessary to achieve the overall purpose of the project. The central purpose of the training program was to develop the skill of selected teacher educators and state department decision-makers to improve, and/or develop additional, strategies to meet the need within their respective states for the preparation of preservice and inservice local administrators. The ultimate goal of the project was to promote the competency-based approach as a

vehicle for improving the preparation of local administrators of vocational education.

The following represent the specific competencies that were expected to be developed by participants as a result of their completing all of the planned training activities. Each participant would be able to:

1. Describe the basic concepts and rationale underlying the competency-based approach to the preparation of local administrators of vocational education.

2. Explain and make appropriate application of the latest research findings relating to the preparation of vocational administrators.

3. Identify the high priority and unique competencies verified as needed by local administrators of secondary and post-secondary vocational programs.

4. Identify the high priority and unique administrator competencies for which a high degree of training is needed.

5. Explain the most promising alternative delivery strategies available for implementing a competency-based approach to administrator preparation.

6. Evaluate, adapt, and utilize available competency-based instructional materials that have been designed specifically for the preparation of secondary and post-secondary vocational administrators.

7. Develop a "plan of action" for utilizing the latest research findings, best delivery strategies, and highest quality instructional materials to improve the preparation of vocational administrators within his/her state.

The accomplishments and significant findings resulting from the completion of each project major objective are explained in the remaining sections of this report. Insofar as was possible, the report follows the Outline for Program Performance Reports for Adult, Vocational, and Education Professions Development Act (EPDA) Programs.

## CHAPTER II : ACCOMPLISHMENTS

On February 24, 1977, a proposal for funding a national training program, Vocational Education Personnel Development for Local Administrators, was transmitted to the U.S. Office of Education in response to an EPDA request for proposals. On July 1, 1977, after the submittal and approval of requested amendments, official notification was received from the Division of Vocational Education, Ohio Department of Education, that the proposal had been accepted and a contract would be awarded The Center for conducting the project.

Objective 1: Conduct a national search for administrator research studies, alternate delivery strategies, and relevant instructional materials.

On August 30, 1977, a letter was sent to all 56 states and territories explaining the purpose of the training program and requesting information on their need for, and commitment to, administrator preparation. A questionnaire soliciting this information was enclosed, along with a brochure describing the training program. See Appendix A for copies of the letter, questionnaire, and brochure. The questionnaire also requested information on the following areas:

- any recent administrator research studies on competency identification, model development, management strategies, etc., conducted in the state or territory
- any instructional materials (or curriculum development projects) relevant to vocational education administrator training developed in the state or territory

- the different types of delivery (training) strategies used in the state or territory for the preservice and/or inservice preparation of local administrators

The returned questionnaires were reviewed, and the information provided was used as a basis for follow-up letters to obtain relevant materials from authors and other contact persons identified on the returned questionnaires.

A computer search and manual library search were also used to identify other relevant research studies, training materials, and delivery strategies.

Based on the manual and computer searches and on the information received via the questionnaire, initial lists of pertinent research studies, alternate delivery strategies, and relevant instructional materials were prepared.

Objective 2: Refine plans for conducting the training program and providing technical assistance.

Plans for conducting the national training program were refined by staff with the help of the National Planning Group, which met October 27-28, 1977. The function of the National Planning Group was to advise project staff with regard to major activities, procedures, and products of the national training program. Specifically, their advice was sought and used with regard to the (1) criteria for selection of participants, (2) specific training strategies to be used in the national workshop, (3) sequencing of activities for the workshop, (4) competencies needed by national workshop participants, (5) plans for providing technical assistance, (6) training materials to be used,

and (7) planned evaluation procedures. See Appendix B for a copy of the agenda used for the meeting.

The National Planning Group was comprised of ten persons representing all but one (Region IX) of the ten USOE geographic regions, plus three ex officio members, as follows:

Region I - Mr. Bertram F. Wallace, Associate Superintendent
Career and Occupational Education
Boston Public Schools
Boston, Massachusetts 02108

Region II - Mr. Frank J. Wolff, Vocational Director
Nassau County BOCES
Jericho, New York 11753

Region III - Dr. James E. (Gene) Bottoms, Executive Director
American Vocational Association
Washington, D.C. 20005

Region IV - Dr. Charles Wade, Director
Program Development Division
Bureau of Vocational Education
Frankfort, Kentucky 40601

Region IV - Dr. Juanita Bice, Co-Director Extern Program
and Associate Professor
Department of Vocational Education
University of Tennessee
Knoxville, Tennessee 37916

Region V - Mrs. Rosemary Kolde, Director
Diamond Oaks Career Development Campus
Cincinnati, Ohio 45239

Region VI - Mrs. Peggy Patrick, Program Analyst
Division of Vocational, Technical, and
Adult Education
State Department of Education
Little Rock, Arkansas 72201

Region VII - Dr. Chester H. Gausman, Area President
Central Technical Community College
Grand Island, Nebraska 68801

Region VIII - Dr. B. Harold Anderson, Head
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Region X - Mr. Jim Piercey, Dean
Vocational Education
Lane Community College
Eugene, Oregon 94705

Ex Officio Members

1. Dr. Darrell Parks, Assistant Director
Division of Vocational Education
State Department of Education
Columbus, Ohio 43215

2. Dr. Daryl Nichols, EPDA Program Officer
USOE Region V
Chicago, Illinois 60606

3. Mr. James Wykle, Specialist
Bureau of Occupational and Adult Education
U.S. Office of Education
Washington, D.C. 20202

Unfortunately because of last minute conflicts (i.e., court appearance, special board meeting, and serious illness) four persons were unable to attend the meeting as originally planned.

By the deadline date (September 16, 1977) for responding to the questionnaire sent to the 56 states and territories, 39 states and territories had responded expressing interest and commitment. An additional eight states responded after the cutoff date.

From the 39 responses received, 20 states were selected to nominate a team of participants. On October 14, 1977, a letter was sent to each of the 20 states, indicating their eligibility to apply for selection as one of ten states to participate in the national training workshop. Enclosed with the letter were nomination instructions, a nomination form, and a statement of responsibilities. See Appendix C for copies of these items. The states were asked to consider the following criteria (approved by the

National Planning Committee) when nominating their three team members:

The state department of education representative should:

- be supported by a state department which is committed to improving the training of local administrators of vocational education
- have direct responsibility for vocational personnel development and a strong commitment to the implementation of pre- and inservice administrator training program
- be willing to work cooperatively with The Center in improving the training of local administrators of vocational education

Both of the vocational teacher educator nominees should:

- have responsibility for preservice and/or inservice professional preparation of secondary and/or postsecondary vocational administrators
- be supported by an educational institution/agency which would be willing to commit resources (facilities, materials, and professional personnel) to the improvement or development of an administrator training program
- be willing to work cooperatively with The Center in improving the training of local administrators of vocational education

Once nominations were received from the state directors or their designees, a letter, application form, statement of responsibilities, and brochure were sent to the nominees. See Appendix D for a copy of the application form for the teacher educator representatives.

On December 14, 1977, letters of acceptance were sent to the 30 participants selected. Selection was made based on the proposed team member's commitment to administrator training (as indicated by his/her responses on the application form), and the

commitment of his/her institution and state department of education. Ten three-person teams consisting of two vocational teacher educators and one state department of education representative were selected, giving as much attention as possible to regional representation. In addition, several additional persons were invited to attend the national workshop at their expense as guests for general awareness and public relations purposes. See Appendix E for a roster of states and participants, and for a list of the interested guests who accepted the invitation to attend the workshop. All but three of the participants selected were able to attend.

Objective 3: Prepare a comprehensive workshop training package on strategies for improving the preservice and inservice preparation of local administrators of vocational education.

This task consisted of four major activities as follows:

1. Prepare a bibliography of selected administrator research studies.
2. Prepare descriptions of the alternative delivery strategies identified.
3. Develop an annotated bibliography of the relevant instructional materials located.
4. Develop the competency-based workshop training module.

As part of an earlier project conducted by The Center, "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education," 15 major administrator competency identification studies had been identified and explained. Originally, it was proposed that these studies and the additional research studies and documents identified in the

literature search would be reviewed and analyzed as the basis for the preparation of a comprehensive synthesis report. Due to a budget cutback, however, this task was modified, and an annotated bibliography of selected research studies was prepared as a supplement to the earlier research report. See Appendix F for a copy of the bibliography prepared.

All information collected concerning the delivery strategies in use in the various states and described in the literature was reviewed to identify the following:

- major features
- procedures
- advantages and disadvantages
- cost of operation
- evaluation data, if available

Based on this review, the three most promising delivery strategies for improving administrator training were identified as:

- the externship
- the internship
- competency-based administrator education programs

A descriptive report, Alternate Delivery Strategies for Preparing Vocational Administrators, was prepared which described the major features, advantages and disadvantages, etc., of the three major delivery strategies. The report also included several examples of existing programs which use each approach.

The instructional materials collected during the literature search were reviewed and assessed for their relevance to vocational education and to administrator training, and to determine the extent of field testing given the materials. Acceptable materials were included in the report, An Annotated Bibliography of

Administrator Instructional Materials, which was developed following the specific format presented to and approved by the National Planning Group. For each set of materials, the following information was given:

- publication data
- topics or competencies covered
- target group
- instructional approach
- basis of competency identification
- development and testing
- support materials

A workshop training module, Use the Competency-Based Approach to the Preparation of Local Administrators of Vocational Education, was prepared to provide structure for the workshop and permit project staff to demonstrate the approach to administrator preparation (the competency-based approach) which would be recommended and explained at the workshop. The workshop module, referred to as Module LA-101, was built around, and designed to deliver specifically upon, the competencies needed by the participants.

Thus, the first step in its development was to determine the specific competencies needed. Project staff analyzed the tasks that the various administrators and teacher educators who would be involved needed to be able to perform in order to improve their local administrator education programs. These competencies were also submitted to the National Planning Group for their review and suggestions.

Based on this analysis, appropriate learning activities and feedback devices were developed, using the format devised for

earlier competency-based training modules developed by Center staff for use in performance-based teacher education workshops.

Finally, as part of the comprehensive training package being assembled for workshop participants, attention was given to the use of the Guide to Using Competency-Based Vocational Education Administrator Modules, the six Center-developed competency-based vocational education administrator modules, and a 13-minute color slide/tape presentation entitled "The Role of the Resource Person Using the Center's PBTE Materials," developed for earlier projects and deemed relevant to the training program both by staff and the National Planning Group. For a description of the six modules and user's guide, see Appendix G. To complete the training package, a number of supportive transparencies and several handouts were prepared.

Objective 4: Plan and conduct a national workshop on the competency-based approach to administrator training, the latest research findings, innovative instructional strategies, and new curricular materials.

A major task of preparing for the national workshop involved planning the specific workshop activities, making the necessary logistical arrangements, and preparing the necessary supportive materials. In carrying out this activity, the recommendations of the National Planning Group were reviewed and considered. They had reviewed sample training products and outlines of proposed products; plans for workshop format, strategies, and consultant identification; as well as plans for technical assistance and evaluation.

The National Planning Group strongly reinforced project staff's plans to model, insofar as possible, in the workshop, the training method (competency-based training using modularized materials) participants would be asked to consider using in their administrator training programs. This recommendation was fulfilled through the preparation and use of the workshop module LA-101.

The four-day national workshop was held in Columbus, Ohio, February 14-17, 1978. The major objective of this workshop was to prepare 30 vocational teacher educators and state department of education personnel to develop and/or improve personnel development programs for local administrators of vocational education.

The workshop's objectives were achieved by using Module LA-101 and several consultants (see Appendix E for list) experienced in developing and conducting administrator training programs, and by involving participants in a variety of individual, small-group, and large-group activities. An assortment of printed materials and media were used.

A major emphasis of the workshop was on giving the participants hands-on, experiential activities to acquaint them with competency-based curricular materials and procedures. Participants were "walked-through" a sample module to familiarize them with the variety of learning options, feedback devices, information sheets, case studies, checklists, etc. that make up the learning experiences in high quality competency-based materials.

Participants were also given criteria for evaluating available instructional materials, and time to individually review an assortment of competency-based and other instructional materials that had been collected by project staff.

Considerable attention was given to the development, by each individual and team of participants, of tentative plans of action for improving administrator training in their respective states and institutions. Project staff and consultants experienced in the major delivery strategies addressed during the workshop worked closely with each team as the plans of action were developed.

The plans of action developed during the national workshop became working documents outlining the implementation procedures to be followed by each team and team member upon return to their home institutions. These plans were also used as a basis for providing technical assistance as the participating states carried out their respective plans.

Objective 5: Provide individualized on-site technical assistance to help each team of participants refine and implement their plan for improving the preparation of local administrators.

Ten one-day technical assistance visits were made by the project director, one to each of the participating states, to help ensure the successful implementation of their planned training activities. During these visits, progress being made toward implementation of a training program was reviewed, and any problems encountered and possible solutions were discussed.

In addition, during these visits and throughout the technical assistance phase, information about other state team activities was shared to maintain an interchange of ideas and materials between participants.

To help project staff monitor implementation activities and detect possible problems, team members were asked to submit brief bimonthly progress reports to their team leader, who in turn was asked to compile these reports into a bimonthly report for forwarding to The Center. Participants were encouraged to write or call The Center project staff whenever a problem, concern, or question arose.

Objective 6: Evaluate overall project outcomes and prepare quarterly progress reports and a final project report.

Evaluation of the national workshop was carried out through the use of the following three instruments:

- Estimate of Performance
- Daily Program Survey
- Final Evaluation

See Appendix H for copies of these forms.

The Estimate of Performance instrument was administered on both a pretest and post-test basis. This instrument consisted of several items relating to the participants' current self-perceived ability to use the competency-based approach for improving the preparation of local administrators of vocational education.

The Daily Program Survey instrument was designed to gather participants' reactions each day to the specific learning

activities in which they were involved. This instrument served to provide immediate feedback at the close of each day to the project staff, who were able to use the information to make "in-course corrections" in the workshop as deemed appropriate. The results of this survey were summarized and reviewed at a staff meeting held at the close of each day.

On Friday, at the close of the national workshop, the Final Evaluation instrument was administered immediately after participants responded to the post Estimate of Performance. This instrument had two parts, Part A entitled "Looking Back," and Part B entitled "Looking Ahead." Part A asked participants to give their overall reactions to specific aspects of the workshop, e.g., "addressed my needs as a participant," "provided ample opportunity to interact with others," "quality of the workshop materials, facilities, staff/participant interactions," etc. Part B asked participants to suggest ways the workshop could be improved, the types of additional assistance needed, ideas they would like to pursue further, etc. A summary of the evaluation data collected regarding the national workshop is presented in Chapter VII of this report.

The plans of action developed during the national workshop served as another effective device for monitoring and assessing the progress being made by teams in each state toward improving their administrator preparation programs. Information on the extent to which the plans were being implemented was collected during the on-site technical assistance visits and through phone

calls and the bimonthly progress reports. See Chapter VIII for a summary of these activities.

The remainder of this general objective was accomplished by submission of a Program Performance Report in January 1978, and by the preparation, publication, and dissemination of this report.

Each of the ten team leaders was asked to prepare and submit to the project director a final report in addition to the bimonthly reports previously mentioned. The final reports summarized the major activities and accomplishments carried out in each state, the strategies used, and the problems and successes encountered. Because of space limitations, only two final reports have been included in Appendix I.

## CHAPTER III : MAJOR ACTIVITIES AND EVENTS

The major activities and events of the training program are presented here in chronological order with only brief explanations. For more details about each, the reader is referred to Chapter II of this report and/or to an appropriate Appendix.

a. Convening of National Planning Group, October 27-28, 1977. See Chapter II for a list of the members and Appendix B for the agenda used.

b. Selection of 30 national workshop participants, December 12, 1977. See Appendix C for nomination form, Appendix D for the application form, and Appendix E for the roster of participants.

c. Completion of the development of training program supportive materials, February 10, 1978. This package consisted of the workshop module, annotated research studies, annotated bibliography of instructional materials, and the alternate delivery strategies report. In addition, a number of transparencies were specially prepared for use in the workshop.

d. Conducting the national workshop at the National Center for Research in Vocational Education, Columbus, Ohio, February 14-17, 1978.

e. Making technical assistance visits to each of the ten participating states to meet approximately one-half day with the three team members, and often with interested others, April-July 1978:

North Carolina, April 21, 1978
Washington, April 24, 1978
California, April 26, 1978
Arizona, April 27, 1978
Montana, May 17, 1978
New York, May 22, 1978
Florida, June 2, 1978
Hawaii, June 13, 1978
Wisconsin, June 28, 1978
Kentucky, July 28, 1978

During each visit, the project director reviewed with the team progress that had been made toward the implementation of their plans of action and shared new information and ideas gained from visits to and contacts with other states.

## CHAPTER IV : PROBLEMS

No major problems of any kind were encountered by The Center project staff. The necessary training materials were prepared on time, the national workshop was conducted successfully, and the ten on-site technical assistance visits were carried out as planned.

Because two project staff members terminated their employment with The Center, however, some staff reassignments were required, and the national workshop was rescheduled from January 17-20, 1978 to February 14-17, 1978. The staff reassignments did necessitate the use of more consultants during the workshop than originally planned. This represented a change, not a problem, however, and actually added to the success of the workshop.

The comprehensive workshop training package was prepared as planned, with one modification. Original plans called for the preparation of a comprehensive synthesis of all recent administrator research studies. Due to a budget reduction, the scope of work for this synthesis was reduced. An annotated bibliography of selected research studies was prepared as a supplement to the research report, The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education, which includes an explanation of 15 major competency identification studies.

## CHAPTER V : PUBLICITY ACTIVITIES

A number of publicity activities were carried out. The following items were prepared and distributed prior to the national workshop:

a. Letters (with an accompanying questionnaire soliciting information on administrator need and commitment) announcing and describing the training program were sent to all 56 states and territories (see Appendix A).

b. Personnel Development for Local Administrators of Vocational Education brochure, August 1977--400 copies. This brochure was sent to every state director of vocational education, every state personnel development coordinator, and every nominee, and distributed upon request to interested others (see Appendix A).

c. Centergram Announcement Article, August 1977--about 15,000 copies (see Appendix J).

Additionally, numerous brochures have been distributed by Center staff through the mail and at various meetings, workshops, and seminars which have been national, state, and local in nature. Many brochures were also distributed through The Center's visitor information packets. Finally, many national and some international visitors to The Center were given both materials and a personal orientation to the project's activities by project staff.

## CHAPTER VI : DISSEMINATION ACTIVITIES

Dissemination activities consisted of three major types of activities: (1) the preparation of the national workshop; (2) responses to many informal, individual requests for information and materials; and (3) the distribution of various project products.

In addition to the 30 workshop participants, seven persons with administrator training responsibilities or interest were invited to participate at their own expense as guests for awareness and public relations purposes. Four of these persons attended the workshop.

Several written and phone requests for information and for copies of various project products were received after the workshop. Insofar as the availability of materials permitted, information and materials were shared upon request.

The following distribution was made of training materials:

| Item | # Copies | Recipient Group |
|---|---|---|
| Bibliography of Selected Research Studies | 50 | National workshop participants, guests. and concerned others |
| Alternate Delivery Strategies Report | 50 | National workshop participants, guests, and concerned others |
| Bibliography of Administrator Instructional Materials | 50 | National workshop participants, guests, and concerned others |
| Module LA-101 | 50 | National workshop participants, guests, and concerned others |

| Item | # Copies | Recipient Group |
|---|---|---|
| *Six Prototype CBAE Modules | 50 each | National workshop participants, guests, and concerned others |
| *User's Guide | 50 | National workshop participants, guests, and concerned others |
| *Administrator Competency Identification and Verification Report | 50 | National workshop participants, guests, and concerned others |

In addition to the distribution of materials during the workshop and in response to informal requests, dissemination of materials took place during the on-site technical visits.

At this time it is planned to submit the bibliography of instructional materials and alternate delivery strategies reports to the National Center Publication's Unit for inclusion as one of its cost-recovery publications.

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*Developed under the scope of work for an earlier project; project funds were not used for the reproduction of these materials.

# CHAPTER VII : DATA COLLECTION AND EVALUATION FINDINGS

This section of the final report was drafted by Janet Weiskott of the National Center's Evaluation Division, and is included here in its entirety.

## Description of the Workshop

### History

This workshop was funded through the Educational Professional Development Act and was geared toward improving the personnel development activities of local administrators of vocational education. The workshop was conducted by the National Center for Research in Vocational Education.

### The Setting

The workshop was held in Columbus, Ohio on February 14-17, 1978. The general session began on Tuesday morning.

### Topical Areas

The workshop provided information on a variety of topical areas around the general theme of improving personnel development activities for local administrators. Eighteen (18) major topical areas were explored:

The Basic Concepts and Characteristics of Competency-Based Administrator Education (CBAE) Programs

Annotated Bibliography of Relevant Research Studies

The Center's Administrator Competency Identification and Verification Research

Review of Available Administrator Competency Identification Studies

Implications and Applications of Research Studies to Development of CBAE Programs

Review of Descriptions of Alternative Delivery Strategies

CBAE at Southern Illinois University

CBAE at Illinois State University

The Extern Program as a Means of Delivering CBAE

The Extern Program: The Oregon Experience

The Extern Program: A State Department Perspective

The Internship Program as a Means of Delivering CBAE

The Ohio Intern Leadership Program

The Internship: The Oregon Experience

Overview of Selected CBAE and Other Administrator Education Materials

Development and Field Testing of The Center's CBAE Materials

Field Test Experiences of Center Module Users

The Role of the Resource Persons

## Goals and Objectives

The goal of the workshop was to prepare selected persons to develop new and/or improve existing programs for the preparation of local administrators of vocational education in their respective states.

The specific terminal and enabling objectives of the workshop were as follows:

| | |
|---|---|
| Terminal Objective | Within your own state and institution, use the competency-based approach for improving the preparation of local administrators of vocational education. |

| | |
|---|---|
| Enabling Objective #1 | After attending presentations and participating in discussions, demonstrate knowledge of the basic concepts and principles underlying competency-based administrator education. |
| Enabling Objective #2 | After hearing presentations and reviewing materials pertaining to the latest administrator research findings, identify the high priority and unique competencies important to local administrators of secondary and post-secondary vocational programs. |
| Enabling Objective #3 | Given a number of presentations and discussions relative to promising alternative delivery strategies available for implementing a competency-based administrator education program, describe the common and unique features of three major approaches and their implications for improving administrator training in your state. |
| Enabling Objective #4 | Given information on existing CBAE and other administrator instructional materials, evaluate, select, and plan for the use of relevant materials in your local administrator education program. |
| Enabling Objective #5 | Given the inputs of the workshop consultants and the realities of your own institutional setting, develop a plan of action for utilizing the latest research findings, best delivery strategies, and highest quality instructional materials to improve vocational administrator training in your state. |

Format

The workshop was organized around presentations, large-group discussions, small-group discussions, a panel discussion, and a slide/tape presentation. A special workshop module was designed to give structure to the workshop and to serve as an illustration of actual competency-based materials.

## Evaluation Methods

### Purpose

The purpose of the evaluation was twofold: (1) to evaluate the overall effectiveness and success of the workshop, and (2) to provide information for planning future workshops.

### Audience

This report provides information for two audiences. The effectiveness data can be used by the sponsor to assess the overall quality of the workshop and to provide an information base for future funding decisions. The improvement data can be used by the project staff to upgrade future workshops.

### Questions

The summative evaluation sought to answer the following questions:

(1) How useful were the workshop activities to the participants?

(2) How well was the workshop planned, organized, and implemented?

(3) How useful were the workshop materials?

(4) What was the impact of the workshop on the participants?

(5) How could the workshop have been improved?

### Instruments

Three evaluation techniques were used. A copy of each instrument may be found in Appendix H. Specifically, the instruments included:

1. Daily Feedback.--On a daily basis, participants were asked to complete a Daily Feedback form to rate the effectiveness of the workshop in the following areas:

- Content was understandable
- Appropriate time was scheduled to cover the topic
- Participation was encouraged
- Discussion was valuable
- Presentation was stimulating
- Format was suitable for the material dealt with
- Topic needs further attention at this workshop

A six-point scale was used.

| Not Applicable | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |

On the back of the Daily Feedback form, participants were asked to identify the stronger features of the workshop and the weaker features of the workshop, and to provide general comments and/or recommendations.

2. Final Evaluation.--A Final Evaluation form, completed by participants on the last day of the workshop, rated the workshop on the overall quality of individual areas of the workshop. A five-point scale was used with varied anchors. In all cases, a rating of 1 represented a very negative response and 5 represented a very positive response.

Respondents were also asked to identify the most valuable features of the workshop and the least valuable features of the workshop, and to provide suggestions for improvement. In an effort to determine future technical assistance requirements, the respondents were asked to identify additional types of assistance they would need or desire.

3. Estimate of Performance.--Participants were asked to complete an Estimate of Performance scale at the beginning and end of the workshop. Eight (8) items were included against which the participants were asked to rate their level of performance using a four-point scale.

| Poor | Fair | Good | Excellent |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Thirty-one (31) persons completed the pretest and twenty-seven (27) responded to the post-test. After matching the pre- and post-tests, a sample of 27 was used.

## Constraints

Twenty-seven (27) persons registered at the workshop.* The response rate of the evaluation instruments ranged as follows:

| Day | Number of Instruments |
|---|---|
| Tuesday - Estimate of Performance | 31 |
| Tuesday - Daily Feedback | 28 |
| Wednesday - Daily Feedback | 25 |
| Thursday - Daily Feedback | 22 |
| Friday - Final Evaluation | 31 |
| Friday - Estimate of Performance | 27 |

## Results

The Results section is organized around the five questions in the Description of the Workshop section:

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*Four other persons attended as guests at their own expense.

1. How useful were the workshop activities to the participants?.--The participants were asked to rate the effectiveness of each workshop activity on the following items:

- Content was understandable
- Appropriate time was scheduled to cover the topic
- Participation was encouraged
- Discussion was valuable
- Presentation was stimulating
- Format was suitable for the material dealt with
- Topic needs further attention at this workshop*

Each of the above items were rated on a six-point scale.

| Not Applicable | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |

The mean ratings of all six items were average or above. The breakdown of the mean ratings for each presentation and activity appears in Figure 1. A summary of the range of mean scores for each item appears below:

| | Range |
|---|---|
| - Content was understandable | 3.96-4.66 |
| - Appropriate time was scheduled to cover the topic | 3.60-4.60 |
| - Participation was encouraged | 4.06-4.78 |
| - Discussion was valuable | 4.07-4.58 |
| - Presentation was stimulating | 3.70-4.35 |
| - Format was suitable for the material dealt with | 4.00-4.47 |

2. How well was the workshop planned, organized, and implemented?.--Eight (8) dimensions of workshop planning, organization, and implementation were rated by the participants using a

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*The data compiled from this item appeared to contradict the other findings. Given the misunderstanding of the item, it was eliminated from the Daily Feedback forms.

Figure 1

Quality of the Content of Workshop

| Content | Content was Understandable | Appropriate Time was Scheduled to Cover Topic | Participation was Encouraged | Discussion was Valuable | Presentation was Stimulating | Format was Suitable for the Material Dealt With |
|---|---|---|---|---|---|---|
| **Tuesday** | | | | | | |
| CBAE Need and Basic Concepts (P) | 4.54 | 4.40 | 4.27 | 4.15 | 4.04 | 4.35 |
| Case Study Critique (SG) | 4.04 | 3.92 | 4.65 | 4.48 | 4.05 | 4.39 |
| "Research on Competencies" (P) | 4.33 | 3.85 | 4.15 | 4.30 | 3.70 | 4.07 |
| Review of Available Studies (SG) | 3.96 | 3.69 | 4.54 | 4.31 | 3.80 | 4.15 |
| Discussion of Studies (SG) | 4.17 | 3.61 | 4.56 | 4.32 | 3.94 | 4.28 |
| Plan of Action (P) | 4.17 | 4.60 | 4.14 | 4.17 | 4.00 | 4.00 |
| Large-Group Discussion | 4.33 | 4.25 | 4.44 | 4.38 | 4.00 | 4.25 |
| **Wednesday** | | | | | | |

Note: Due to a shortage of time, participants were asked to forego these ratings on Wednesday and to complete only the back of the form.

Figure 1 (continued)

| Content | Content was Understandable | Appropriate Time was Scheduled to Cover Topic | Participation was Encouraged | Discussion was Valuable | Presentation was Stimulating | Format was Suitable for the Material Dealt With |
|---|---|---|---|---|---|---|
| **Thursday** | | | | | | |
| Overview of CBAE Materials (P) | 4.35 | 4.06 | 4.31 | 4.44 | 4.00 | 4.25 |
| Center's CBAE Materials (P) | 4.33 | 4.18 | 4.35 | 4.59 | 4.29 | 4.24 |
| Review of Sample Center Modules (LG/SG) | 4.31 | 3.93 | 4.25 | 4.13 | 4.00 | 4.06 |
| Panel Discussion | 4.35 | 4.06 | 4.29 | 4.47 | 4.19 | 4.40 |
| Individual Review of Materials | 4.44 | 4.50 | 4.47 | 4.07 | 4.00 | 4.20 |
| Slide/Tape Presentation | 4.67 | 4.56 | 4.06 | 4.25 | 4.35 | 4.47 |
| Plan of Action (SG) | 4.47 | 4.44 | 4.79 | 4.53 | 4.33 | 4.62 |
| **Friday*** | | | | | | |

P = Presentation
SG = Small-group activity
LG = Large-group activity

*No Daily Feedback form was prepared for Friday since it was the last day of the workshop.

five-point scale, with varied anchors. All dimensions were rated above average. The "staff/participant interaction" was ranked the highest, while "the workshop addressing all my needs as a participant" was ranked the lowest. Figure 2 summarizes the mean ratings.

Figure 2

| Rank | Dimension | | | | | | | Rating |
|---|---|---|---|---|---|---|---|---|
| 1 | Staff/Participant Interactions | | | | | | | 4.77 |
| | Excellent | 5 | 4 | 3 | 2 | 1 | Poor | |
| 2.33 | Stimulating/Dull | | | | | | | 4.52 |
| | Stimulating | 5 | 4 | 3 | 2 | 1 | Dull, Drab | |
| 2.33 | Usefulness | | | | | | | 4.52 |
| | Useful to me | 5 | 4 | 3 | 2 | 1 | Not useful to me | |
| 2.33 | Facilities/Accommodations | | | | | | | 4.52 |
| | Excellent | 5 | 4 | 3 | 2 | 1 | Poor | |
| 5 | Expectations | | | | | | | 4.37 |
| | Met my expectations | 5 | 4 | 3 | 2 | 1 | Did not meet my expectations | |
| 6 | Interaction | | | | | | | 4.37 |
| | Provided ample opportunity to interact with others | 5 | 4 | 3 | 2 | 1 | Provided no opportunity to interact with others | |
| 7 | Scheduling | | | | | | | 4.16 |
| | Contained appropriate amount of activities | 5 | 4 | 3 | 2 | 1 | Contained inappropriate amount of activities | |
| 8 | Needs | | | | | | | 4.03 |
| | Addressed all my needs as a participant | 5 | 4 | 3 | 2 | 1 | Did not address all my needs as a participant | |

Some strengths of the workshop identified by the participants were:

- Consultants (11)*
- Interaction (9)
- Shared materials (4)
- Panel (2)
- Review of modules (2)
- Center staff (2)
- Organization (2)
- Learning about other states (2)
- Small groups (2)

The major weaknesses identified by the participants were:

- Michigan presentation (2)
- First day slow (2)
- Some small-group discussions (2)
- Too much information too quickly (1)

3. How useful were the workshop materials?.--The utility of the workshop materials were rated on three dimensions using a five-point scale. Overall, the quality of the materials was rated very high.

| | | | | | | | $\bar{X}$ |
|---|---|---|---|---|---|---|---|
| Well written | 5 | 4 | 3 | 2 | 1 | Poorly written | 4.81 |
| Understandable | 5 | 4 | 3 | 2 | 1 | Confusing | 4.77 |
| Content Appropriate | 5 | 4 | 3 | 2 | 1 | Content not Appropriate | 4.65 |

It should be noted that eleven (11) persons indicated that the materials available were a valuable aspect of the workshop.

4. How could the workshop have been improved?.--The major criticism of the workshop centered around the lack of time.

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*Number of respondents identifying the items appears in the parentheses.

Specifically, the participants felt the workshop could be improved by allowing more time for--

questions and answers
review of modules
development of plans of action
review of programs
small groups
sharing discussions with consultants

5. What was the impact of the workshop upon the participants?.--In order to measure the impact of the workshop, the participants were asked to complete an Estimate of Performance scale (see Appendix H) at the beginning and end of the workshop. Thirty-one (31) persons responded to the pretest, and twenty-seven (27) persons responded tc the post-test. After matching instruments, a sample of 27 respondents was used to complete the t-tests. Figure 3 illustrates respondents' perceived changes in level of performance as a result of the workshop.

In general, it appears that the participants perceived an increase in their level of performance for each of the nine tasks. The increases in tasks listed under A 1, 2, 3, 4, 7, 8 and B were significant at the .01 level.

## Summary

It appears that the objectives of the national workshop as reflected in the Estimate of Performance Pretest and Post-test scores were achieved to a very high degree. The efforts of the staff in planning the workshop were evident in the abundance and quality of materials available and in the smoothness with which the workshop proceeded. Satisfaction with the workshop to an

Figure 3

Estimate of Performance

| Task | Pretest Mean | Post-Test Mean | Difference Between Means | t Score | Statistical Significance |
|---|---|---|---|---|---|
| A. At this time, how well can you perform (execute) the following tasks? | | | | | |
| 1. Describe the concepts and rationale underlying the CBAE approach to administrator education | 2.13 | 3.42 | +1.29 | 7.82 | $p < .01$ |
| 2. Describe the available research concerning the competencies needed by vocational administrators | 1.71 | 3.00 | +1.29 | 6.72 | $p < .01$ |
| 3. Describe the nature and use of CBAE curricula | 1.67 | 3.25 | +1.58 | 4.27 | $p < .01$ |
| 4. Describe and contrast alternative delivery strategies for implementing administrator education programs | 2.04 | 3.43 | +1.39 | 5.67 | $p < .01$ |
| 5. Develop and make operational an appropriate program design for implementing a CBAE approach in your specific situation | 2.00 | 3.00 | +1.00 | .52 | |
| 6. Select or develop appropriate instructional materials for meeting the professional preparation needs of present and prospective administrators | 2.17 | 3.21 | +1.04 | .64 | |

Figure 3 (continued)

| Task | Pretest Mean | Post-Test Mean | Difference Between Means | t Score | Statistical Significance |
|---|---|---|---|---|---|
| 7. Orient program participants (and others) to the CBAE approach to administrator education | 1.79 | 3.21 | +1.42 | 6.60 | $p < .01$ |
| 8. Effectively implement and manage an administrator preparation program using a CBAE approach | 1.96 | 3.04 | +1.08 | 4.56 | $p < .01$ |
| B. At this time, how well do you feel you could use the CBAE approach for improving the preparation of local administrators of vocational education in an actual institutional setting? | 1.91 | 3.17 | +1.26 | 7.20 | $p < .01$ |

above average extent was clearly indicated by the participants verbally and on their evaluation forms.

As shown in Figure 2, all of the important factors relating to workshop planning and implementation were rated well above average. Four factors--staff/participant interactions (4.77), nature of the workshop-stimulating (4.52), workshop usefulness (4.52), and facilities/accommodations (4.52)--were rated above 4.5. Overall, it appears the participants were pleased and that all the objectives of the training workshop were met to a high degree.

## CHAPTER VIII : OTHER ACTIVITIES

While two sample final reports from two of the ten states are included in Appendix I, nothing is said anywhere else about the plans initiated and other work done by the teams participating in the workshop. Therefore, a brief state-by-state summary of changes already made or at least planned by each of the ten teams is presented here.

North Carolina - The North Carolina team has proposed two things: (1) that the state department of education establish a competency-based extern type of local administrator training program at East Carolina University, and (2) that the state participate in the National Center's Consortium of States for the Development of Professional Materials for Vocational Education (which will support the further development and field testing of additional CBAE modules). At this writing, the state plans to definitely participate in the Consortium, but has been unable to support funding on the proposed training program at East Carolina University.

Washington - Team members plan to make use of the new CBAE materials in existing courses at Central Washington State University and in an ongoing internship program. The state representative also reported that six-week summer internships were being established for upgrading the administrative skills of community college personnel.

California - This team recommended that the state department support the state's participation in the National Center's Consortium, but the passage of Proposition 13 made participation impossible this year. Team members plan to make use of the CBAE materials in various workshops and courses for administrators.

Arizona - Each member of Arizona's team has already made use of the CBAE materials and concepts in the graduate courses and/or workshops they conduct for local administrators. Materials have also been disseminated for review and reactions by others concerned with administrator education. The state department representative reports a possibility of initiating a competency-based program in the fall of 1978.

Montana - This team has developed a proposal entitled "Feasibility Study to Determine Needs of Montana Relative to the Preparation of Local Administrators of Vocational Education." If a need is identified, an externship program for the purpose of preparing local administrators of vocational education will be proposed. See Appendix I for complete final report.

New York - The New York team plus a few other officials met as a task force on May 22, 1978 and made the following recommendations:

1. New York State should join the proposed Consortium (July) as a cost efficient and effective way of controlling priorities of module development. The modules available to this point were judged to be appropriate, well-done, and a valuable resource in the future, regardless of other inservice decisions.

2. Concurrently with Consortium membership, a design for a long-range program covering competency development in the administration of vocational education programs should begin for the following population:

   - General administrators with little or no vocational education background.
   - Vocational administrators with little or no general administrative background.
   - Potential vocational administrators
     - identified by agencies
     - individual interest

3. The design for a combination statewide/regional inservice program that is individualized, based on the participant's background, experience, and need in relation to competency-based administration, should be coordinated by an agency able to work with private or public higher education institutions as well as local education agencies served by the participants. The higher education agencies should represent areas (multi-regions) of the state such as SUC Buffalo for Western New York, The College of Technology at Utica-Rome for Central New York and NYIT/NYU/or City College for New York City and Long Island.

4. Design should start this summer (1978) and a SED liaison should be identified for the program.

As of this writing, New York is presently developing a contract with the National Center to participate in the development of additional administrator modules through the Consortium.

Florida - The Florida team proposed two major activities: (1) the establishment of a statewide cooperative local administrator training program, and (2) participation in the National Center's Consortium. To date, funding has not been made available for either, but the need and interest still exists and efforts are being made to initiate some definite activity soon. Meanwhile, the team members are using CBAE materials in their courses and workshops for local administrators.

Hawaii - The Hawaii team proposed and was able to initiate a modified extern program for training local administrators in Hawaii in the summer of 1978. The CBAE materials developed by The Center are being used along with other appropriate materials. Plans call for a more formalized preservice and inservice program for vocational administrators.

Wisconsin - The Wisconsin team moved quickly after the national workshop to conduct an "Assessment of Training Needs of Vocational Administrators in Wisconsin." Considerable need for training was found to exist and plans call for the future development of additional strategies for improving local administrator training. CBAE materials have been used in courses and disseminated to other potential users by the state representative. See Appendix I for complete report.

Kentucky - The Kentucky team recommended that a better job of administrator needs assessment be carried out and that programs offered across the state be better coordinated. Plans call for the use of the competencies as a basis for needs assessment and the use of CBAE modules as a means of delivery. Kentucky established a task force of teacher educators to review the need for administrator training and to make recommendations for the state to consider. The task force recommended that Kentucky join the National Center's Consortium, but as of this writing, no decision has been made either way.

# CHAPTER IX : STAFF EMPLOYMENT, UTILIZATION, AND DEVELOPMENT

Center Project Staff

Robert E. Norton, Project Director and Associate Director, Professional Development in Vocational Education Program

James B. Hamilton, Senior Research and Development Specialist and Director, Professional Development in Vocational Education Program

Glen E. Fardig, Research and Development Specialist

Karen M. Quinn, Program Associate

Lois G. Harrington, Program Associate

Kristy L. Ross, Program Assistant

Debbie Parsley, Secretary

# CHAPTER X : PARTICIPANT CHARACTERISTICS

FOR ADULT EDUCATION TEACHER TRAINING (13.403) AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS (13.406, 13.411, 13.502, 13.504, 13.505, 13.506, 13.515, and 13.516) PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

| PARTICIPANTS | AMERICAN INDIAN | | ORIENTAL | | NEGRO/ BLACK | | SPANISH SURNAMED | | ALL OTHERS | | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| PRIMARY[1] | | | | | | | | | | | |
| ADMINISTRATORS | | | | | 1 | | | | 3 | 1 | 5 |
| GUIDANCE COUNSELORS | | | | | | | | | | | |
| TEACHER COUNSELORS | | | | | | | | | | | |
| TEACHER MEDIA SPECIALISTS | | | | | | | | | | | |
| TEACHER TRAINERS | | | 1 | | | | | | 11 | 1 | 13 |
| TEACHERS | | | | | | | | | | | |
| PARAPROFESSIONALS | | | | | | | | | | | |
| OTHERS (Specify) State Dept. Staff | | | 1 | | | | | | 7 | 1 | 9 |
| [redacted][2] Guests | | | | | | | | | 3 | 1 | 4 |
| TOTALS | | | 2 | | 1 | | | | 24 | 4 | 31 |

1 PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED
2 PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

B. FOR ADULT EDUCATION SPECIAL PROJECTS (13.401) PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

| AGE GROUPS | AMERICAN INDIAN | | ORIENTAL | | NEGRO/ BLACK | | SPANISH-SURNAMED | | ALL OTHERS | | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| 16 - 24 | | | | | | | | | | | |
| 25 - 34 | | | | | | | | | | | |
| 35 - 64 OR OVER | | | | | | | | | | | |
| TOTALS | | | | | | | | | | | |

SIGNATURE OF PROJECT DIRECTOR: Robert E. Norton DATE: 9/16/78

# CHAPTER XI : SUMMARY AND CONCLUSIONS

The available objective and subjective evidence indicates that all of the objectives of the 1977-1978 training program were met to a high degree. Thirty vocational teacher educators and state department representatives representing ten states received training at the national workshop; participants reported significant gains in their own knowledge of and ability to use the competency-based approach for improving the preparation of local administrators of vocational education. Verbal and written feedback on the workshop training materials and on the workshop as a whole was very positive.

All ten sites received follow-up on-site technical assistance to facilitate the implementation of plans made at the workshop. Several of the participating states have conducted needs assessments and made specific plans to provide expanded and competency-based administrator education programs within their respective states (see Chapter VIII).

Two of the states have joined the National Center's Consortium of States for the Development of Professional Materials for Vocational Education (which will support the further development and field testing of additional CBAE modules). Three other teams expressed interest in participating in the Consortium, but funding to support this effort was not available.

While significant first steps have been made by the teams participating, it is necessary to point out that the job of

improving personnel development programs for local administrators of vocational education has just begun. A pressing need still exists in most states for the inservice training of many present administrators and for the recruitment and preparation of additional personnel who can provide strong administrative leadership. The necessary personnel development programs specifically designed to train these individuals are still few. The objective now must be to continue the implementation of plans made by the participating state teams, and to train personnel in other states in the concepts, materials, and strategies needed.

## APPENDIX A

Letter to State Directors, Questionnaire, and Project Brochure

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

August 30, 1977

We have been funded by the U.S. Office of Education under provisions of EPDA Part F, Section 533 to conduct a national training program entitled, "Personnel Development for Local Administrators of Vocational Education." The central purpose of the program is the preparation of 30 selected vocational teacher educators and state department of education personnel to improve strategies within their respective states to meet the need for the preparation of local administrators.

The 30 individuals selected will form three-member state teams representing each of the ten USOE regions. Since a major requirement of the training program is that the representative states have designated administrator training as a priority, we need your help to support our efforts and to provide us with important information.

Please read the enclosed brochure describing the training program. If, after reading it, you are interested in having a team from your state participate in this national workshop, please complete Part I of the enclosed questionnaire. Your responses will provide us with the initial information we need to select the state best able to represent your region. Nominations for individual workshop participants will be requested of EPDA Coordinators and State Directors of Vocational Education from the selected states shortly after the deadline for receipt of questionnaires.

We realize you have a very busy schedule, however, we would be extremely appreciative if you or a member of your staff could take a few minutes more to provide us with some additional information. A major objective of our workshop is to provide workshop

participants with a synthesis of recent administrator research studies, a description of alternative program delivery strategies, and a bibliography of relevant administrator instructional materials. We are very interested in knowing of relevant projects or independent efforts directed toward these areas which have been conducted in your state within the last five years. Would you please help us identify these research studies, delivery strategies, and instructional materials by completing Part II of the enclosed questionnaire?

We plan to make available to workshop participants and interested others the materials and information we receive as responses to Part II of the questionnaire. Since we hope to have each state represented in the reports, and we especially do not want to overlook any significant studies, training programs, or materials that may have been conducted or developed in your state, we need this information from you whether or not you wish to nominate a team of participants.

We look forward to receiving your support for and assistance with this training program which we feel can make a real contribution toward improving vocational administrator training. Should you have any questions about the training program or this request for information, please feel free to contact me at (614) 486-3655, ext. 386. Please send your completed questionnaire on or before September 16, 1977.

Thank you.

Sincerely,

Robert E. Norton
Project Director

REN/dlp

Enclosures

cc: (EPDA Coordinator)

## TECHNICAL ASSISTANCE

Individualized on-site technical assistance will be provided to help each of the ten state teams implement a plan for improving the preparation of local administrators within their respective states and institutions. This phase of the project will involve both monitoring each participant's and team's implementation activities, and providing assistance as needed. Project staff will conduct at least one one-day conference with each team to review the progress being made, to exchange information among the sites, to discuss any problems encountered, and to determine possible solutions.

## PRODUCTS

The following products will be developed and used in connection with this training program:

- *Description of Alternative Delivery Strategies*—Uniform narrative descriptions of each type of delivery strategy available will be prepared to reveal major features, procedures used, advantages, disadvantages, costs of operation, available evaluation data, etc.
- *Annotated Bibliography of Instructional Materials*—Available instructional materials will be collected, and assessed using an established list of criteria for evaluating their quality. Acceptable materials will be included in an annotated bibliography along with information on the sources and costs.
- *Workshop Training Module*—The national training workshop will be built around a competency-based training module which will be designed specifically to deliver upon the competencies the participants should obtain.





## INFORMATION

Questions concerning this national training program should be directed to:

Dr. Robert E. Norton
Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614)486-3655

This project is sponsored by the U.S. Office of Education under provisions of EPDA Part F, Section 553, and the Ohio State Board for Vocational Education.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

# PERSONNEL DEVELOPMENT FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

# A NATIONAL TRAINING PROGRAM

## Links to Better Vocational Administration

### THE NEED

Vocational education requires aggressive and effective leadership. To provide this type of leadership for rapidly expanding secondary and post-secondary programs, more and better programs of administrator preparation are needed. The effective preparation of competent local administrators presents a special challenge because of the large number, complexity, and uniqueness of many of the competencies involved. A pressing need exists in most states for the inservice training of many present administrators and for the recruitment and preparation of additional personnel who can provide strong administrative leadership. Strong and competent administrative leadership is a prerequisite to improved programs for vocational and technical education students.

While these leadership requirements have long been recognized, the necessary personnel development programs specifically designed to train these individuals have been few. Further, some of the existing programs have had a difficult time staying abreast of new research findings, the latest innovations in delivery strategies, and recently developed curricular materials. Many vocational administrators, therefore, have had to face unusual difficulties in pursuing their professional development needs and goals.

### THE RESPONSE

In response to the need for more programs and for existing programs to more effectively train local vocational administrators, The Center for Vocational Education has been funded to conduct a national training program entitled, "Personnel Development for Local Administrators of Vocational Education." The central purpose of the training program is the preparation of 30 vocational teacher educators and state department of education personnel so as to increase their ability to develop and/or improve personnel development programs for local administrators of vocational education.



### FOCUS: THE COMPETENCY-BASED APPROACH

The primary focus of the training program will be the competency-based approach to administrator preparation. Local vocational administrators have special professional development problems because they function in a great many different kinds of settings and administrative situations. The competency-based approach is felt to have the greatest potential for giving administrators the opportunity to gain the variety of important competencies they need. The competency-based approach allows the busy administrator to assess his or her own professional needs, outline a personal program of professional development, and acquire the required administrative competencies by using individualized instructional materials. The competency-based approach also lends itself to use in a variety of INTERN, EXTERN, and other administrator leadership development programs.

### NATIONAL WORKSHOP

The major activity to be conducted as a part of the program will be a competency-based national training workshop to be held in January 1978 at The Center in Columbus. One team of three participants will be selected from one state in each of the ten USOE regions. The ten states will be chosen based upon their need and commitment to improve administrator preparation within the state. In addition, each participant will need to provide evidence of his or her strong personal commitment to and responsibility for improving administrator training.

### PARTICIPANT COMPETENCIES

The specific *competencies* that the workshop participants will develop as a result of the training activities include their being able to:

- Describe the basic concepts and rationale underlying the competency-based approach to the preparation of local administrators of vocational education.
- Explain and make appropriate application of the latest research findings relating to the preparation of vocational administrators.
- Identify the high priority and unique competencies verified as needed by local administrators of secondary and post-secondary vocational programs.
- Identify the high priority and unique administrator competencies for which a high degree of training is needed.
- Explain the most promising alternative delivery strategies available for implementing a competency-based approach to administrator preparation.
- Evaluate, adapt, and utilize available competency-based instructional materials that have been designed specifically for the preparation of secondary and post-secondary vocational administrators.
- Develop a "plan-of action" for utilizing the latest research findings, best delivery strategies, and the highest quality instructional materials to improve the preparation of vocational administrators within their states.

PERSONNEL DEVELOPMENT FOR LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION

State/Territory _____
Person Completing _____
For further information, contact:
Name _____
Phone _____ Date Completed _____

Part I: Assessment of Need and Commitment

1. Has the improvement of administrator preparation been identified as a state priority area? Please explain.

2. If administrator preparation is a state priority, has action already been taken to meet this need? ____Yes, ____ No. If yes, what kind of action?

3. Is additional action to improve administrator preparation being considered? ____ Yes, ____ No. If yes, what kind of action?

4. Would your state be interested in nominating a team to participate in this national training workshop? ____ Yes, ____ No. (NOTE: Actual nominations will be sought later from the selected states.)

5. Would your state be willing to support such a team in implementing plans of action to improve administrator training within your state? ____ Yes, ____ No. If yes, what type of support could be provided (please be specific)?

## Part II: Administrator Studies, Materials, and Strategies

### A. Administrator Research Studies

Please identify any recent administrator research studies on competency identification, model development, management strategies, etc., which have been conducted in your state. For each study identified, please indicate the name, address, and phone number of an individual we may contact for further information, if necessary.

| Description of Research Study | For more information, contact: |
|---|---|

### B. Administrator Instructional Materials

Please identify instructional materials (or curriculum development projects) relevant to vocational education administrator training which have been developed in your state. In the space provided, please indicate the name, address, and phone number of an individual we may contact for further information, if necessary.

| Instructional Materials | For more information, contact: |
|---|---|

C. Administrator Training Delivery Strategies

Please identify and briefly describe each of the different types of delivery (training) strategies used in your state for either the preservice and/or inservice preparation of local administrators. Delivery strategies are defined here as the "means" by which training is conducted (e.g., intern programs, extern programs, workshops, courses, etc.). If descriptive materials (brochures, flyers, etc.) are available, please attach copies.

| Delivery Strategy | For more information, contact: |
|---|---|

Please return questionnaire on or before September 16, 1977 to:

Dr. Robert E. Norton
Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

## APPENDIX B

## Agenda for National Planning Group Meeting

NATIONAL PLANNING GROUP

PERSONNEL DEVELOPMENT FOR LOCAL ADMINISTRATORS

OF VOCATIONAL EDUCATION

October 27-28, 1977

Purpose: To advise project staff with regard to major activities, procedures, and products of the national training program.

Specific Objectives:

1. To become acquainted with CVE's previous local administrator research and development efforts.

2. To review and make recommendations regarding criteria for participant selection.

3. To review plans for and make recommendations regarding the:

    a. Synthesis of Administrator Research Studies
    b. Annotated Bibliography of Curricular Materials
    c. Description of Program Delivery Strategies

4. To review competencies needed by national workshop participants and advise on training strategies and the sequencing of activities for the workshop.

5. To review and make recommendations regarding plans for technical assistance and evaluating training program outcomes.

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AGENDA

NATIONAL PLANNING GROUP
October 27-28, 1977

Thursday, October 27, 1977

| | | |
|---|---|---|
| 8:45 a.m. | Introductions<br>Welcome to CVE<br>Purpose of Meeting<br>Role of Planning Group | Bob Norton<br>Ferman Moody |
| 9:15 a.m. | Previous Administrator Project<br>- Research<br>- Materials Development | <br><br>Kris Ross |
| 10:15 a.m. | Break | |
| 10:30 a.m. | Work to Date<br>- Letters to State Directors/EPDA Coordinators<br>- Selection of States<br>- Search and Request for Materials | Bob Norton<br><br><br>Kris Ross |
| 11:00 a.m. | Review of Administrator Research Studies | Bob Norton |
| 11:30 a.m. | Lunch at Jai Lai | |
| 1:15 p.m. | Annotated Bibliography of Curricular Materials | Glen Fardig |
| 1:45 p.m. | Description of Program Delivery (Training) Strategies | Kris Ross |
| 2:15 p.m. | Review of Plans for National Workshop<br>- Competencies Needed<br>- Format and Strategies | Karen Quinn |
| 3:00 p.m. | Break | |
| 3:15 p.m. | Plans for National Workshop (Cont.)<br>- Resource Materials<br>- Identification of Outstanding Programs/Consultants | |
| 4:30 p.m. | Return to Stouffer's University Inn | |

AGENDA

NATIONAL PLANNING GROUP
October 27-28, 1977

Friday, October 28, 1977

| | | |
|---|---|---|
| 8:15 a.m. | Pick-up in Stouffer's Lobby | |
| 8:45 a.m. | Additional Thoughts About Yesterday | Bob Norton |
| 9:15 a.m. | Review of Participant Selection Criteria | Kris Ross |
| 9:45 a.m. | Review of Plans for Monitoring and Technical Assistance | Bob Norton |
| 10:15 a.m. | Break | |
| 10:30 a.m. | Review of Procedures for Evaluating Program Outcomes | |
| 11:00 a.m. | Wrap-Up<br>- Other Items<br>- Keep in Touch<br>- Expense Forms | |
| 11:30 a.m. | Adjourn | |

CVE Staff Participating:

Robert E. Norton, Project Director
James B. Hamilton, Program Director
Glen E. Fardig, Research Specialist
Karen M. Quinn, Program Associate
Kristy L. Ross, Program Assistant
Debbie Parsley, Secretary
Lois Abram, Typist

CVE Management Representative:

Ferman Moody - Associate Director for Personnel Development

# APPENDIX C

Letter to Selected State Directors,
Nomination Instructions and Form,
and Statement of Responsibilities

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

October 14, 1977

Thank you for your prompt return of the questionnaire recently sent you as part of a national training program entitled "Personnal Development for Local Administrators of Vocational Education." As you remember, this program, being conducted by The Center, is sponsored by the U.S. Office of Education under provisions of EPDA Part F, Section 553. The central purpose of the program is the preparation of 30 selected vocational teacher educators and state department of education personnel so as to increase their ability to develop and/or improve personnel development programs for local administrators of vocational education.

As evidenced by your response to the questionnaire items, your state shows a strong commitment to administrator training, and is eligible to apply for selection as one of ten states to participate in the national training workshop to be held at The Center January 17-20, 1978.

As part of the selection process, we now ask you to identify a team of educators from your state who you feel are best qualified to participate in the workshop. Enclosed are further Nomination Instructions, a Statement of Responsibilities, and a Nomination Form for you to use in identifying the individuals you wish to serve on the three-member team should your state be chosen as a participating state. It would help us keep the project on schedule if we could have your nominations by not later than October 26, 1977.

Thank you for your interest and desire to have your state participate in this national training program.

Sincerely,

Robert E. Norton
Project Director

REN/dlp

Enclosures

NOMINATION INSTRUCTIONS

**Personnel Development for Local Administrators of Vocational Education**

**Please consider the following criteria when nominating your three team members:**

**The state department of education representative should:**

- **be supported by a state department which is committed to improving the training of local administrators of vocational education**
- **have direct responsibility for vocational personnel development and a strong commitment to the implementation of pre- and inservice administrator training program**
- **be willing to work cooperatively with The Center in improving the training of local administrators of vocational education**

**Both of the vocational teacher educator nominees should:**

- **have responsibility for preservice and/or inservice professional preparation of secondary and/or postsecondary vocational administrators**
- **be supported by an educational institution/agency which would be willing to commit resources (facilities, materials, and professional personnel) to the improvement or development of an administrator training program**
- **be willing to work cooperatively with The Center in improving the training of local administrators of vocational education**

To insure that each of your nominees is interested in participating in this training program, we ask that you please contact and explain the program to each person before nominating him/her.

Upon receipt of your nominations, applications will be sent to the individuals you have identified. These forms will allow each nominee to respond to specific questions which will help us to determine his or her commitment to administrator training. Based on the commitment of each of the proposed team members, and the commitment of their respective institutions and the state department of vocational education, ten three-member teams will be chosen as national training workshop participants.

NOMINATION FORM

Personnel Development for Local Administrators
of Vocational Education

State _____ | Deadline Date - October 26, 1977

For further information, contact:

Name _____ Phone ( ) _____

I would like to nominate as a team member the following state department of education representative:

Name _____

Institution/Agency _____

Address _____

_____ Zip Code _____

Phone ( ) _____ Job Title _____

I feel that this individual is committed to administrator training and has the support of this department for the following reason(s).

I would like to nominate as team members the following two teacher educators:

Name _____

Institution/Agency _____

Address _____

_____ Zip Code _____

Phone ( ) _____ Job Title _____

I feel that this individual is committed to administrator training and has the support of this department for the following reason(s):

Name _____

Institution/Agency _____

Address _____

_____ Zip Code _____

Phone ( ) _____ Job Title _____

I feel that this individual is committed to administrator training and has the support of this department for the following reason(s):

We agree that if the individuals we have nominated are chosen to be participants in the project, Personnel Development for Local Administrators of Vocational Education, we will cooperate with and support them in their development and/or improvement of strategies to meet this state's need for preservice and inservice preparation of local administrators.

_____
Signature and Date
EPDA Coordinator

_____
Signature and Date
State Director

Please complete and mail not later than October 26, 1977, to:

Dr. Robert E. Norton, Project Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655 Ext. 386

## STATEMENT OF RESPONSIBILITIES

**Responsibilities of The Center for Vocational Education:**

1. To provide the necessary orientation to and training in competency-based administrator concepts, programs, and materials.

2. To provide free of charge to each participant:

   a. a competency-based workshop module
   b. a description of administrator research studies
   c. a description of alternative administrator delivery strategies
   d. an annotated bibliography of administrator curriculum materials

3. To provide a one-day on-site technical assistance visit during Spring 1978.

4. To pay for the travel costs (does not include meals or lodging) of each participant to the national workshop.

**Responsibilities of Each Participant:**

1. To develop an individual plan of action for the improvement of local administrator training within his/her own institution and state.

2. To cooperate with and work with the other two members of the state team in relevant joint efforts to improve administrator training within the state.

3. To attend the four-day national workshop at The Center in January 1978.

4. To meet for approximately one day with a member of the Project Staff and the other two members of the state team during the Spring 1978 technical assistance visit.

5. To complete and submit to the Project Director brief bimonthly and a final progress report on implementing the plan of action developed.

**Responsibilities of Participant Agencies:**

1. To support the participant in every way reasonable and appropriate so as to permit the implementation of individual and team plans of action. This would include but not necessarily be limited to financial support for purchase of needed materials, for travel necessitated by the on-site technical assistance visit, per diem for attendance at the national workshop, and other expenses associated with the implementation of the plans of action.

2. To provide the participant with sufficient time and authority to implement approved plans of action.

3. To provide the participant with office space and secretarial support.

## PARTICIPANT SELECTION CRITERIA

The state department of education representative should:

- be supported by a state department which is committed to improving the training of local administrators of vocational education
- have direct responsibility for vocational personnel development and a strong commitment to the implementation of pre- and inservice administrator training programs
- be willing to work cooperatively with The Center in improving the training of local administrators of vocational education

Both of the vocational teacher educators should:

- have responsibility for preservice and/or inservice professional preparation of secondary and/or post-secondary vocational administrators
- be supported by an educational institution/agency which would be willing to commit resources (facilities, materials, and professional personnel) to the improvement or development of an administrator training program
- be willing to work cooperatively with The Center in improving the training of local administrators of vocational education

Responsibilities of Participant Agencies:

1. To support the participant in every way reasonable and appropriate so as to permit the implementation of individual and team plans of action. This would include but not necessarily be limited to financial support for purchase of needed materials, for travel necessitated by the on-site technical assistance visit, per diem for attendance at the national workshop, and other expenses associated with the implementation of the plans of action.

2. To provide the participant with sufficient time and authority to implement approved plans of action.

3. To provide the participant with office space and secretarial support.

## APPENDIX D

## Application Form for Teacher Educator Representatives

APPLICATION FORM - TEACHER EDUCATOR REPRESENTATIVE

Personnel Development for Local Administrators
of Vocational Education

Deadline date - Must be postmarked on or before November 30, 1977

Teacher Educator and Institutional Data

A. Teacher Educator

Name _____

Title _____

Institution _____

Mailing Address _____

_____
Zip Code

Phone (Office) _____ _____
Area Code

Phone (Home) _____ _____
Area Code

1. Please briefly describe your past responsibilities for and involvement with local administrator training.

2. What are your current responsibilities for administrator training?

3. If you are selected to participate in the training program, would your institution be willing to commit some resources (facilities, materials, and professional personnel) to the improvement or development of an administrator training program? Yes _____, No _____, Don't Know _____. If yes, to what extent?

4. Approximately what percent of your time would you be able to devote directly to the planning and implementation of strategies for the preparation of local administrators during 1978? Please consider time you will spend at the workshop, implementing your plan of action, consulting with Center staff during the on-site visit, etc. _____%

5. In a short statement indicate your feelings toward the competency-based approach to the preparation of local administrators of vocational education.

6. Would you and your institution be willing to help make changes/improvements in administrator training via plans of action your team develops as a result of participation in the workshop? Yes _____ No _____ To what extent?

7. Would you be willing to cooperate with Center staff via an on-site visit in refining and/or implementing plans of action for improved administrator training with your state? Yes _____ No _____

8. Please attach an up to date résumé to your completed application form.

B. Institutional Data

Name of Institution _____

City and State _____

Institutional Planning

Describe the extent of any institutional planning for personnel development for local vocational education administrators that has already been completed. Please submit copies of any plans formulated, policy positions adopted, etc. that would support your description of staff planning and/or involvement to date.

Institutional Programs

1. What courses are currently offered which are designed for preparation of local vocational education administrators?

| Name of Course | Number of preservice and/or inservice local vocational education administrators enrolled (1976-77) |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Describe any other training activities conducted during the past year such as workshops, seminars, etc., for preparation of local vocational education administrators:

| Activity | Number of preservice and/or inservice local vocational education administrators participating |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. Describe any specialized programs in operation such as internships and/or externships for personnel development for local administrators of vocational education

| Program Description | Annual Number of Participants |
|---|---|
| | |

C. Personal and Institutional Commitment

I have reviewed the data submitted with this application and believe it to be true and accurate in every respect. I have further read the project brochure and the institutional responsibilities outlined, and agree to assist and support in every way possible the development and/or improvement of strategies for the preparation of local vocational education administrators, should our applicant be selected.

Signature of Teacher Educator _____ Date _____

Signature of Department Chairperson or Coordinator (if one of the above, please indicate) _____ Date _____

Signature of Dean or other administrative official to whom the Department Chairperson is directly responsible _____ Date _____

Thank you for your responses. Please mail your application to Dr. Robert E. Norton, Project Director, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

# APPENDIX E

## National Workshop Participants, Guests, and Consultants Roster



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NATIONAL WORKSHOP PARTICIPANTS, GUESTS,
AND CONSULTANTS ROSTER

New York

Mr. Douglas T. Adamson, Director
Division of Occupational Education
Instruction
State Education Department
99 Washington Avenue
Albany, New York 12230
(518) 474-4686

Dr. William S. Reynolds, Coordinator
Vocational Technical Education
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222
(716) 862-5504

Dr. John W. Glenn, Jr., Director
Department of Vocational-Technical
Education
State University College at
Utica/Rome
811 Court Street
Utica, New York 13502
(315) 792-3322

North Carolina

Mr. Dan R. Bruffey
EPDA Coordinator
Department of Public Instruction
Division of Vocational Education
Raleigh, North Carolina 27611
(919) 733-7094

Dr. Tom Haigwood, Dean
East Carolina University
School of Technology
Greenville, North Carolina 27834
(919) 757-6705

Dr. Miriam Moore, Dean
East Carolina University
Home Economics Department
Greenville, North Carolina 27834
(919) 757-6891

Florida

Mrs. Helen Lipscomb, Consultant
Staff Development
Division of Vocational Education
Florida Department of Education
Knott Building
Tallahassee, Florida 32304
(904) 488-8926

Dr. Dominic A. Mohamed, Chairman
Vocational Education Department
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2000

Dr. Earl Fowler
Vocational Teacher Educator
Florida Technological University
P.O. Box 25000
Orlando, Florida 32816
(305) 275-9101

Kentucky

Dr. Larry Barnhardt, Coordinator
Inservice Education
Department of Education
Bureau of Vocational Education
Personnel Development Unit
2034 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3096

*Dr. Dean McClellan, Chairman
Department of Occupational and
Career Education
University of Louisville
Louisville, Kentucky 40208
(502) 588-6667

Dr. Carl F. Lamar, Professor
Department of Vocational Education
University of Kentucky
Lexington, Kentucky 40506
(606) 257-1685

*Unable to attend national workshop

Wisconsin

Mr. Roland Krogstad
EPDA Coordinator
Wisconsin Board of Vocational,
Technical and Adult Education
Hill Farms State Office Building
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702
(608) 266-3705

Dr. Harold Halfin, Professor
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Menomonie, Wisconsin 54751
(715) 232-1382/2482

Dr. Merle Strong, Professor
Educational Administration
University of Wisconsin
Room 321, Old Education Building
1000 Bascom Mall
Madison, Wisconsin 53706
(608) 263-2714/6786

Montana

*Mrs. Barbara Crebo
Professional Development Coordinator
Office of Public Instruction
State Capitol
Helena, Montana 59601
(406) 449-2087

Dr. Gus Korb, Chairman
Industrial and Vocational-Technical
Teacher Education
Northern Montana College
Havre, Montana 59501
(406) 265-7821

Dr. Daniel G. Hertz, Chairman
School of Business
Montana State University
Bozeman, Montana 59715
(406) 994-4421

Arizona

Dr. Robert V. Kerwood, Coordinator
Professional Development
Arizona Department of Education
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Phoenix, Arizona 85007
(602) 271-5563

Dr. John Condon
Health Occupations Teacher Educator
University of Arizona
1829 East Orange Drive
Phoenix, Arizona 85016
(602) 264-9574

Dr. Hilda Jo Jennings, Chairman
Department of Home Economics
Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-2331

California

*Dr. David Allen, Teacher Trainer
Vocational Education Teacher
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Dr. Joseph E. Sabol
Associate Professor
Agricultural Education Department
California Polytechnic State
University
San Luis Obispo, California 93401
(805) 546-2169

Dr. Paul A. Bott, Instructor
Long Beach State University
Center for Career Studies
1250 Bellflower Boulevard
Long Beach, California 90840
(213) 498-4294

Hawaii

Dr. Lawrence Inaba, Director
Occupational Development and
Student Services Section
Hawaii State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-3053

Dr. Lawrence Zane
Professor of Education
University of Hawaii, Manoa
1776 University Avenue, Wist 216
Honolulu, Hawaii 96822
(808) 948-7834

Mr. Martin Parks, Director
EPDA, Part F, Section 553
Office of the State Director for
Vocational Education
University of Hawaii, Manoa
1776 University Avenue, Wist 208
Honolulu, Hawaii 96822
(808) 948-8344

Washington

Mr. Fred V. Miner
Project Trainer/Coordinator
Clover Park School District
4500 Steilacoom Blvd., S.W.
Tacoma, Washington 98499
(206) 584-7611

Mr. James L. Blue
Vocational Program Coordinator
State Board for Community College
Education
WEA Building
Olympia, Washington 98504
(206) 753-0878

Dr. Owen Shadle
Associate Professor
Central Washington University
Houge Technology Building
Ellensburg, Washington 98926
(509) 963-1756

LIST OF CONSULTANTS FOR LOCAL ADMINISTRATOR WORKSHOP

1. Dr. Melvin Miller
University of Tennessee
Knoxville, Tennessee

2. Mrs. Peggy Patrick
Vocational Division
State Department of Education
Arch Ford Building
Little Rock, Arkansas

3. Dr. Gordon McMahon
University of Michigan
Ann Arbor, Michigan

4. Ms. Jackie Hammer
Extern Coordinator
Vocational-Technical Education
School of Education
Oregon State University
Corvallis, Oregon

5. Dr. Charles Nichols
Kent State University
Kent, Ohio

6. Dr. Kay Smith
Illinois State University
Normal, Illinois

7. Dr. James Parker
Southern Illinois University
Carbondale, Illinois

8. Dr. Wayne Ramp
Southern Illinois University
Carbondale, Illinois

9. Mr. Russ Gardner
Kent State University
Kent, Ohio

## GUESTS

a. Kay Funderburk
EPD Consortium D
Richardson, Texas

b. Donald Brannon
Personnel Development Coordinator
Maryland

c. Ed St. John
State Department of Education
East Lansing, Michigan

d. Niel Edmunds
University of Nebraska
Lincoln, Nebraska

## WORKSHOP NCRVE STAFF

Robert E. Norton, Project Director
James B. Hamilton, Program Director
Lois G. Harrington, Program Associate
Karen M. Quinn, Program Associate
Deborah L. Parsley, Secretary

## NCRVE MANAGEMENT REPRESENTATIVE

Chester Hansen, Asst. Director Center Management

## APPENDIX F

Bibliography of Selected Research Studies Pertaining to the Role of, and Competencies Needed by, Local Administrators of Secondary and Post-Secondary Vocational Education Programs

# BIBLIOGRAPHY OF SELECTED RESEARCH STUDIES PERTAINING TO THE ROLE OF, AND COMPETENCIES NEEDED BY, LOCAL ADMINISTRATORS OF SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

Part I: Annotated Studies
Part II: Other Studies

Prepared as a part of the project
Personnel Development for Local Administrators of Vocational Education

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## FOREWORD

This bibliography is designed to help give you a clearer picture of the research which has been conducted to identify important or essential administrator competencies. The research report, The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education, includes an explanation of 15 major competency identification studies identified as part of that study. All but three of those fifteen are doctoral dissertations. Those studies will not be repeated here; contained in this bibliography are additional studies identified since the previous study was completed.

## PART I: ANNOTATED STUDIES

Andreyka, Robert E. et al. Exemplary Competency-Based Vocational Teacher Education Project: Administration/Supervision Component--Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Tallahassee, FL: Florida State University, Program of Vocational Education, 1976.

The purpose of this study was to identify the professional competencies needed by vocational education administrators and supervisors in Florida at the district and institutional levels. The study further sought to develop criteria that could be used to assess the mastery of these competencies. A questionnaire was sent by mail to both secondary and post-secondary vocational administrators and supervisors. Of the 84 competency statements included on the survey instrument, only three had an average importance rating lower than the midpoint on the six-point rating scale ranging from very important to not important. Tentative assessment criteria were developed by project staff and reviewed by a jury for the 81 competencies considered important.

Elias, John E. A Study to Determine the Certification Standards Required for Local Administrators of Vocational Education. Final Report. Columbia, MO: University of Missouri-Columbia, 1977.

The study was designed to identify the competencies needed by beginning vocational education administrators in area vocational schools and junior and community colleges in Missouri which offer state reimbursable vocational education programs, and to incorporate these competencies into a planned program of instruction for beginning vocational education administrators.

A questionnaire consisting of 122 competency-based items was developed from a search of the literature. Using a modified Delphi Method, data were collected through three consecutive mailed administrations of the instrument with a random sample consisting of 30 vocational administrators, their superordinates (30 superintendents), and their subordinates (27 vocational teachers). Respondents were asked to rate each competency on a seven-point Likert-type scale to express their agreement/disagreement concerning its inclusion in a planned program of instruction for beginning vocational education administrators. Consensus was determined by the interquartile range, and this statistic was calculated for all three rounds. Round II solicited brief explanations from respondents maintaining dissenting opinions. Analysis of the final round of the questionnaire indicated a high degree of consensus (5.6

or above on the seven-point Likert-type scale) on 78 of the competencies. These 78 items, grouped into six broad categories (e.g., staffing), were organized into a final instrument, which was then used as a basis for program development.

Finch, Curtis R., Project Director. Developing Competency-Based Training Materials to Meet the In-service Needs of Local Vocational Administrators. Blacksburg, VA: Virginia Polytechnic Institute and State University, Division of Vocational and Technical Education, 1977.

The primary focus of this project was on the development of viable materials, including a user's guide, for the in-service training and improvement of local level vocational education administrators. The project included four phases: (1) development of a needs assessment instrument, and use of the instrument with 150 local vocational administrators and school superintendents in Virginia; (2) determination of the high priority areas for in-service training based on responses on the instrument, and development of prototypic instructional materials packages in six key areas and a user's guide; (3) pilot testing of each package; and (4) third-party evaluation of each package, and revision of each based on all feedback.

The needs assessment instrument contained a listing of 87 potential competencies drawn from various sources. Respondents rated each item twice using a four-point Likert-type scale, once relative to the importance of the task, and once relative to the perceived need for in-service training to develop competencies. Twenty-nine items either met or exceeded the established standard. These items were used as a basis for training plans and materials' development.

Hoyle, John R., Project Director. Identification of Competencies Needed by School Superintendents Serving as Vocational Directors. Volume II. College Station, TX: Texas A&M University, Department of Educational Administration, 1977.

This study was designed to increase the ability of superintendents in public school districts lacking vocational directors to administer local vocational programs effectively. The tasks which must be performed, and the administrative function employed to accomplish these tasks, were identified, and 24 model modules were developed based on these tasks for use in designing preservice and inservice training programs.

The initial task list was drawn from a review of the literature and informal interviews with selected participants. A

random sample of superintendents from 680 school districts were asked during interviews to (1) assess the importance of each task, and (2) describe their administrative behavior (e.g., perform, coordinate, direct, delegate) in relation to each task. Another sample of superintendents were then asked during interviews to (1) rate whether the tasks were, in fact, those most frequently performed, and (2) determine the role of the superintendent in the performance of these tasks.

Twenty-four tasks were identified in the phase one interviews as being important in administering vocational education. The superintendents generally agreed upon the methods by which they attempt to accomplish these tasks. The respondents in the second phase of interviews generally agreed that the tasks were, in fact, performed in their districts. However, considerable disagreement emerged about the methods through which the superintendents accomplished their tasks.

The model modules are not instructional modules for use by trainees, but two-page specifications for designing the content of the training program(s) needed to cover the 24 skills (e.g., "The pre-assessment/post-assessment instruments should include..."); and the assessments recommended are not performance-based, but are limited to matching, multiple-choice, essay, true-false, and listing types of items.

Johnson, Glenn C. "Factors Motivating Vocational Education Administrators." Unpublished master's thesis, Colorado State University, 1975.

The purpose of this study was to examine the factors which tend to motivate leaders involved in vocational education administration. Thirteen factors of motivation were identified, primarily from research conducted by Herzberg and associates. These factors were written into a research instrument consisting of a Semantic Differential, an Interview Response format, and a Q-sort of the various factors of motivation. The instrument was used as a guide in interviews with 20 leaders in four states. Among the conclusions made was the following: There is a strong need to provided practical, in-depth training in the "art" of administering vocational education programs to those who plan to enter the vocational education administration career field.

Leighton, Thomas Ellsworth. "A Study of Desirable Competencies of Vocational-Technical Administrators in Community Colleges in Texas." Unpublished doctoral dissertation, East Texas State University, 1976.

Leighton attempted to identify the competencies essential to adequate performance of vocational-technical administors. An instrument consisting of 95 competency items was administered

to 135 vocational administrators and chief administrators. The two groups surveyed (the presidents group and the dean/directors group) were reported as having agreed upon 75 of the 95 tasks. These tasks were held to be necessary for success in the role of administrator of vocational-technical education.

Organization for Direction and Coordination of Occupational Education (ODCOE). Final Report. Sacramento, CA: Chancellor's Office, California Community College, 1976.

The purpose of this study was to identify the minimum management essentials necessary for the effective administration of occupational education programs in community colleges. A Delphi technique was used with 179 administrators as follows: (1) administrators (top, middle, and entry-level) were asked to write statements giving what they considered to be the minimum essentials needed, and to indicate whether each skill was a general administration skill or unique to occupational education administrators; (2) the 4500 statements received were combined to eliminate overlap, general administration skills were eliminated, and 148 statements resulted; (3) participants were asked to rate the importance of each statement twice (once for the person having primary responsibility for occupational education, and once for the entry-level manager) using a five-point Likert-type scale (Essential to No Value), and then to indicate whether each item was unique to occupational education administrators; (4) participants completed the same task again on questionnaires listing the percentage of respondents that chose each alternative during the previous step; a participant who marked a response which varied far from the majority position was asked to explain his/her response; (5) responses were used to reduce the items to 69 items which one-third of the respondents felt were unique to occupational education, a majority of the respondents considered to be essential, or for which a minority opinion had been written; (6) participants rated the 69 items, having first read the minority opinions; (7) responses were tabulated and 49 items in seven general areas remained. The results were used to make recommendations to implement the findings.

Phillips, Curtis E. "The Role of the Vocational Director in Colorado School Districts." Unpublished doctoral dissertation, Colorado State University, 1977.

This study was conducted to determine the perceptions of local directors and their immediate supervisors concerning the actual and ideal roles of all reimbursed vocational directors in public school districts in Colorado. Twenty-six directors and their immediate supervisors were asked to use a Likert-type scale to rate 71 questions in five major functions.

The major conclusions of the study were (1) the local directors, under ideal conditions, would place greater importance on 68 of the 71 tasks than they presently do; (2) the immediate supervisors, under ideal conditions, want the directors to place greater importance on 62 of the 71 tasks than they presently do; (3) there was no conflict between directors and supervisors concerning either the actual or ideal role functions; and (4) there were no differences in the major functions between directors is large and small districts.

Resnick, Harold S. and Shirley H. Carmody. Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts. Boston, MA: Boston University, School of Education, Department of Business and Career Education, 1977.

This is a report of the first phase of a project designed to assess the long-range certification and professional development needs for occupational and career education in Massachusetts. In Phase I, a literature search was conducted to identify trends and research projects concerning professional training and development, including competency-based teacher education. As a result, a number of competency lists were identified, and each vocational education list was categorized according to the following levels: (1) initial preparation of teachers, (2) professional development of middle-management personnel (coordinators, department heads, supervisors, work/study cooperative education coordinators), (3) leadership and administration of vocational education (superintendent-directors, assistant superintendent-directors, vocational school directors, and directors of occupational education). The career education competency lists were categorized into those skills needed to implement career education by (4) elementary school teachers, (5) middle school teachers, (6) senior high school academic teachers, (7) counselors, (8) coordinators, and (9) directors. Competencies within each functional grouping across all studies were then screened, criteria applied, and one synthesized list was developed for each level. Copies of each of these final lists is contained within the report.

The vocational education middle-management list contains 115 competencies in six areas: (1) program planning, development, and evaluation, (2) operational management, (3) staff personnel, (4) student personnel and guidance, (5) school-community relations, and (6) professional role and development. Included in an appendix are copies of the competency lists from which the middle-management list was derived. These lists are from the following sources:

Huffstutler, E. Vaughn and Earl L. McCallon. Study of Needs for Vocational-Technical Professional Development in Texas. Final Report. Austin, TX: Texas Education Agency, Division of Occupational Research and Development, 1973. ED 087 905

University of Pittsburgh, School of Education. "Competencies of Vocational Administrators." Report prepared for the Task Force Subcommittee of the Pennsylvania Vocational Teacher Education Advisory Committee, November 1974.

Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Parks, Darrell L. Local Vocational and Technical Education Supervision. ERIC Series 74. VT 202 025

"Behavioral Competency Study." Philadelphia, PA: Temple University, 1975. Unpublished draft.

The vocational education administrator list contains 201 competencies in eight areas: (1) program administration, (2) operational management, (3) interpretation of legislation, (4) school-community relations, (5) finances and facilities, (6) staff personnel, (7) student personnel, (8) professional role and development. Included in an appendix are copies of the competency lists from which the administrator list was derived. These lists are from the following sources:

Baltimore, J. "A Study of Professional Education Competencies of Public School District Vocational Education Leaders. Unpublished doctoral dissertation, Oregon State University, 1973.

Canfield, Albert A. Competencies for Allied Health Instructors. Gainesville, FL: University of Florida, 1972. ED 074 258

Norton, Robert E., Project Director. "Administrator Task Inventory." Columbus, OH: The Center for Vocational Education, The Ohio State University, 1976.

University of Pittsburgh, School of Education. "Competencies of Vocational Administrators." Report prepared for the Task Force Subcommittee of the Pennsylvania Vocational Teacher Education Advisory Committee, November 1974.

The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration. Carbondale, IL: Southern Illinois University-Carbondale, Department of Occupational Education, 1975.

"Behavioral Competency Study--Vocational Administrators." Philadelphia, PA: Temple University, 1975. Unpublished draft.

Resnick, Harold S. and Shirley H. Carmody. Validation of the Competencies Needed by Vocational Education Teachers, Middle Managers, and Administrators. Volume I of Phase II of a Professional Development Study for Massachusetts. Boston, MA: Boston University, School of Education, Department of Business and Career Education, 1977.

This report describes the procedures used to "validate" the synthesized listings of competencies identified in Phase I (see previous citation). Using a modified Delphi Method, each list was rated (importance of items) by persons in the role covered. Fifty-three teachers-in-training, 21 administrators, and 22 middle managers were used. In addition to rating the importance of each item, respondents were asked to identify in which of the broad Functional Categories (e.g., school-community relations) the item belonged. Individuals in a group rated a page of competencies on their own, and then participated in a large-group session to obtain consensus for each item; each page in the instrument was then completed using this same process.

As a result of these processes, the teacher listing was reduced from 194 to 170 competencies, the middle managers list was reduced from 115 to 110, and the administrators list from 201 to 182. Reductions were a result of lack of consensus or weak consensus. In some cases, competencies and category heads were reworded. The final lists include competencies which were voted to be important by both strong and weak consensus. Competencies voted not important by either strong or weak consensus were eliminated.

Role Perceptions of the Position of Local Vocational Administrator in Alabama. Montgomery, AL: Alabama State Department of Education, Divison of Vocational Education, 1976.

The purpose of this study was to clarify the role of the vocational director and area vocational center (AVC) administrator in local education agencies by determining (1) the perceptions of selected educators concerning the actual and ideal roles and functions of local vocational administrators with specific assigned areas of responsibility, (2) the most

important functions in the role of each, (3) the characteristics and/or qualifications needed for employment in these roles, and (4) the need for specialized training programs and/or certification for local directors.

A questionnaire was developed from a search of the literature, and was mailed to a sample of 590 educators from nine respondent groups (e.g., directors, principals, teachers, etc.). Part I of the questionnaire asked for data concerning perceptions of the characteristics and qualifications desirable for each of the two administrator roles. Part II was designed to get two types of data on the importance (5-point scale from Great Importance to No Importance) of 58 administrative functions, as follows: (1) how much importance should be placed on each function, and (2) how much importance does the individual in that role in their system place on each function. The resulting data appear to suggest several broad areas where more emphasis is needed, for example: long-range planning, use of advisory committees, meeting of local needs, assistance to teachers in keeping up to date in their technological areas. Ninety-six percent of the "ideal" functions were rated as being of much or great importance to local directors; 98 percent for AVC administrators.

Ruby, Ralph, Jr. "The Vocational Education Director's Role in a State-Wide Program." Unpublished doctoral dissertation, University of Missouri-Columbia, 1975.

This study was designed to use the approach of role theory to determine the role of the local director of vocational education in New York. Using an ex post facto design, the perceptions of three educational groups (vocational directors, district superintendent, and vocational teachers) were compared relative to the actual and ideal roles of the vocational director. A Role Inventory of Vocational Area School Directors Instrument (RIVASD) was developed from the findings of the Vocational Administrator Survey conducted by John Elias et al., and used to collect data concerning the role of BOCES directors; and an Area School Director Data Questionnaire (ASDDQ) was developed and used to collect selected demographic information from BOCES directors.

A total of 376 vocational teachers, directors, and superintendents responded to the mailed questionnaires. Completion of the RIVASD required the respondent to rate each of 96 items listed using a Likert-type ordinal scale (Always to Never) for two categories: actual role, and ideal role.

The data obtained were tabulated and analyzed using descriptive statistics, median test. and the Wilcoxon-matched pair signed ranks test. Sixty-six percent of the directors reported not having adequate time to fulfill their duties; 57

percent reported not having received a written job description upon employment; and both internship opportunities, and preparation in the areas of business administration, curriculum, and industrial education, were lacking. The report includes an item-by-item analysis of the dissent between respondents in different roles concerning the actual and ideal roles of the director.

## PART II: OTHER STUDIES


Alberto, Rosario P. "Priorities of Competencies in Educational Administration." Unpublished doctoral dissertation, University of Washington, 1970.

Austin, Joe. "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators." Unpublished doctoral dissertation, North Texas State University, 1974.

Bowick, Herbert Earl. "Role Perceptions of Occupational Education Administrators in Colorado." Unpublished master's thesis, Colorado State University, 1973.

Brantner, Seymour T. et al. Competency Profile of Vocational Administrators. University Park, PA: The Pennsylvania State University, 1977.

Butters, Robert S. Leadership Role Analysis Study. Boston, MA: Department of Education, Division of Occupational Education, n.d.

Collins, William E., Jr. "Components of Administrative Competency as Determined by Tennessee Superintendents." Unpublished doctoral dissertation, University of Tennessee, 1974.

Edmunds, Neil A. The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah. Salt Lake City, UT: Research Coordinating Unit for Vocational and Technical Education, 1967.

Fegan, Harold James. "A Study of the Functions of the Local Director of Occupational Education in North Carolina." Unpublished doctoral dissertation, North Carolina State University, 1971.

Krantz, Gordon and Richard Weatherman. Local Administrators of Special Needs Programs in Vocational Education. St. Paul, MN: Minnesota University, St. Paul Division of Educational Administration, 1975.

Morgan, Samuel D. "An Exploratory Study to Determine Agreement among Five Role-Defining Groups for the Director of Occupational Education Position." Unpublished doctoral dissertation, North Carolina State University, 1971.

Pope, Billy N. Identification of Actual Tasks Performed and Related Amount of Time Spent on Tasks by Vocational-Technical Administrators. Richardson, TX: EDP Consortium D, 1975.

Sireno, Peter James. "The Role of the Local Vocational Education Director in the Area Vocational Schools in Missouri." Unpublished doctoral dissertation, The University of Missouri-Columbia, 1973.

Taziri, Kimmie and Duane L. Blake. The Development of Human Potentialities in Leadership Roles for Vocational Administrators and Teachers. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1970.

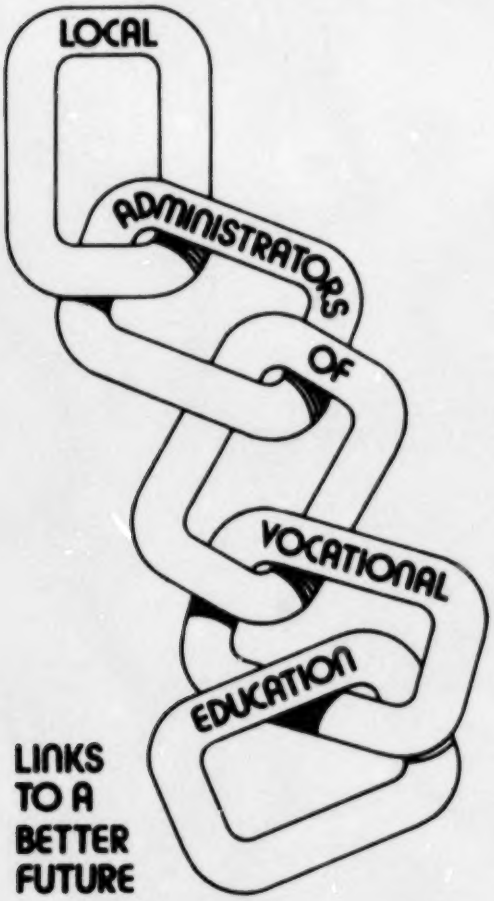
Treblas, John P. "Priorities of Competencies in Educational Administration as Perceived by Superintendents." Unpublished doctoral dissertation, Colorado State University, 1966.

Weihnacht, Melissa F. "Competencies of High School Principals Analyzed within the Framework of a Survey and the Literature on Educational Futurism." Unpublished doctoral dissertation, University of Florida, 1974.

# APPENDIX G

## Description of The Center's Competency-Based Materials for Training Local Administrators of Vocational Education

# COMPETENCY- BASED MATERIALS FOR THE PREPARATION OF




THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

## COMPETENCY-BASED MATERIALS
### - Links to better vocational education administration

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded the National Center for Research in Vocational Education for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education
- To develop and field test a series of prototypic competency-based instructional packages and a user's guide

The following products resulted from this project:

- A research report
- A development and field testing of materials report
- Six competency-based vocational education administrator modules
- A user's guide

The rest of this brochure deals with a description of the nature, availability, and cost of these materials.

### NATURE OF THE MODULES

The competency-based instructional materials developed are organized in modular form for use by both preservice and inservice vocational administrators. The modules are primarily self-contained learning packages that focus on one or more competencies that have been identified and verified as being important to local administrators of vocational education.

Each module is an instructional package designed to cover an important administrative skill. The package includes information, activities, and feedback devices to help the module user acquire the specified skill.

The skill is acquired by use of a series of learning experiences that allow the module user to initially gain cognitive knowledge about the skill. The module user is then given the opportunity to plan for or practice that skill and finally, to demonstrate competence in that skill by performing it in an actual administrative situation.

Each learning experience is complete with both required and optional activities that are designed to help the module user achieve a specific objective. In order to achieve the objective, the activities within a learning experience may include reading an information sheet, role-playing, planning, reacting to case studies, videotaping performance for critique by peers, and/or observing experienced administrators. The successful completion of the activities contained in the learning experiences leads the user to attainment of the competencies addressed by the module.

## MODULE USE

The modules are designed for use in both preservice and inservice, secondary and post-secondary, vocational administrator education programs. They are designed for use on an individual basis to allow each person to progress at his/her own pace. The modules, however, can also be easily adapted for group use.

Various components of the modules can be modified and enriched by incorporating local materials that are specific to the module user's situation. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the administrator trainee's progress.

## PRODUCTS AVAILABILITY

The user's guide, modules, research report, and development report are available from the National Center on a cost-basis--with discounts for large orders.

Questions concerning the research conducted and the instructional materials developed should be directed to: Dr. Robert E. Norton, Project Director / The National Center for Research in Vocational Education / The Ohio State University / 1960 Kenny Road / Columbus, Ohio 43210 / Phone: (614) 486-3655.

Questions concerning product availability and cost should be directed to: Mr. Dave Halsey / Publications Unit / The National Center for Research in Vocational Education / The Ohio State University / 1960 Kenny Road / Columbus, Ohio 43210 / Phone: (614) 486-3655.

USER'S GUIDE

## GUIDE TO USING COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MATERIALS

This guide serves as an introduction to the National Center's competency-based vocational administrator modules. It is designed to be used by both the learner and the resource person in understanding what a module is and how one can be used to help the learner attain a competency.

The major components of a module are discussed in detail. This description includes explanations of how learning experiences are sequenced, how activities can be structured to meet each learner's individual needs, and why the final experience requires that competence in a particular skill be demonstrated in an actual administrative situation.

The guide emphasizes the importance of the role of the resource person. It explains that the resource person assumes the role of advisor, helper, and evaluator during the learning process. Other major topics addressed include:

- the definition of competency-based instruction
- the research base upon which the vocational administrator modules are based
- procedures for module use
- definitions of terminology unique to the modules
- key steps in using the National Center's administrator modules

NUMBER OF PAGES

20

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Order No. LT 58A
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Entire Set of Modules and User's Guide (LT 58A and LT 58B 1-6) = $30.00

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## ORGANIZE AND WORK WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

### TERMINAL OBJECTIVE

While working in an actual administrative situation, organize and work with a local vocational education advisory council.

### ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the procedures for organizing a local vocational education advisory council.
2. After completing the required reading, demonstrate knowledge of the procedures to follow when working with a local vocational education advisory council.
3. Given case situations of administrators organizing and working with local vocational education advisory councils, critique the performance of those administrators.

### NARRATIVE

This module offers the reader a step-by-step approach to organizing a local advisory council. It starts by explaining the rationale for, and benefits of, a local council. It then proceeds to lead the reader through the following main topic areas:

- gaining board of education approval
- assessing the present situation
- developing and writing a statement of purposes, and charter
- selecting advisory council members

Discussion of working with a local advisory council centers around the following major topic areas:

- planning meeting agendas
- holding the first and second meetings
- developing bylaws
- transferring leadership to council members

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 109 and 110 | 78 |

### ORDERING INFORMATION

Order No. LT 58B-1
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## SUPERVISE VOCATIONAL EDUCATION PERSONNEL

### TERMINAL OBJECTIVE

While working in an actual administrative situation, supervise vocational personnel.

### ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the relationships among student learning, teacher performance, and teacher motivation.

2. After completing the required reading, demonstrate knowledge of the effects of a supervisor's behavior on the performance of teachers.

3. Given actual situations in which administrators are supervising staff, record and analyze the styles and procedures used in the supervision process.

### NARRATIVE

This module deals with the supervision of personnel by focusing upon the relationships among student learning, teacher performance, and teacher motivation. It analyzes the effects of the supervisor's behavior on the performance of teachers. It leads the reader through the following main topic areas:

- teacher motivation
- human needs
- the teacher's self-actualization
- teacher morale
- teacher maturity

In analyzing the important principles of effective supervision, the following major topics are considered:

- sensitivity in supervision
- consistency in supervision
- supervision and professionalism
- professionalism and employment satisfaction
- genuineness and supervision
- supervision and the teacher's self-actualization

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 68, 71, 101, 102, and 105 | 67 |

### ORDERING INFORMATION

Order No. LT 58B-2
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## APPRAISE THE PERSONNEL DEVELOPMENT NEEDS OF VOCATIONAL TEACHERS

### TERMINAL OBJECTIVE

While working in an actual administrative situation, appraise the personnel development needs of vocational teachers.

### ENABLING OBJECTIVES

1. After completing the required reading, describe the instructional skills used, and the knowledge needed, by effective teachers.

2. After completing the required reading, demonstrate knowledge of the principles and techniques of appraising the personnel development needs of vocational teachers.

3. After completing the required reading, demonstrate the ability to use effectively teacher assessment instruments for appraising the personnel development needs of vocational teachers.

### NARRATIVE

This module reviews the type of observable classroom and laboratory competencies that vocational teachers should possess, the concepts and principles necessary to an effective appraisal system, and provides a variety of sample instruments which a local administrator or supervisor of vocational education might utilize in the appraisal process.

Six principles of effective appraisal are discussed and applied. These are the principles of cooperation, consent, completeness, objectivity, influenceability, and purposefulness. A model of performance appraisal is introduced and analyzed. Then the following approaches to appraisal are considered in the light of these principles and the model:

- self-assessment by the instructor
- supervisor assessment
- peer assessment
- student assessment

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 81, 82, and 83 | 111 |

### ORDERING INFORMATION

Order No. LT 58B-3
Single Copy Price $7.25

## ESTABLISH A STUDENT PLACEMENT SERVICE AND COORDINATE FOLLOW-UP STUDIES

**TERMINAL OBJECTIVE**

While working in an actual administrative situation, establish a student placement service and coordinate follow-up studies.

**ENABLING OBJECTIVES:**

1. After completing the required reading, demonstrate knowledge of the practices and procedures involved in establishing and working with an effective school placement service.

2. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning a student follow-up study.

3. Given functioning student placement and follow-up services in an actual school, critique those services.

**NARRATIVE**

This model discusses the rationale for, and the objectives of, a school-based student placement service. It covers the following major topic areas:

- assessing student and community needs and characteristics
- gaining board of education approval
- using the services of a placement planning committee
- hiring a placement staff
- responsibilities and qualifications of the placement staff
- evaluating the placement service

The discussion of follow-up studies includes:

- purposes and values
- responsibilities of administration, staff, and students for follow-up
- types of follow-up studies

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 23, 24, and 54 | 98 |

**ORDERING INFORMATION**

Order No. LT 58B-4
Single Copy Price $6.75

## DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART I

### TERMINAL OBJECTIVE

While working in an actual administrative situation, determine vocational program and support service needs.

### ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the rationale and the procedures for vocational program planning.

2. After completing the required reading, demonstrate knowledge of the procedures for assessing individual needs and interests in vocational planning.

3. After completing the required reading, demonstrate knowledge of the procedures for assessing local manpower needs for use in planning vocational education programs.

4. After completing the required reading, demonstrate knowledge of the procedures for determining the vocational program and support service needs.

### NARRATIVE

This module reviews the rationale and procedures for comprehensive vocational program planning. Legislative requirements for planning are reviewed and the roles of the vocational administrator and other key personnel in the planning process are discussed. A recommended nine step "Vocational Education Program Planning Model" is presented along with an overview of the purpose and nature of each step in the planning process.

The module then presents information about the procedures important to carrying out the following first four steps in comprehensive planning:

- analyzing the general education goals and the community (area) planning base
- assessing individual needs
- assessing manpower needs
- determining vocational program and support service needs

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 1, 2, 5, 16, 17, 27, 30, and 31 | 107 |

### ORDERING INFORMATION

Order No. LT 58B-5
Single Copy Price $7.25

## DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART II

### TERMINAL OBJECTIVE

While working in an actual administrative situation, complete the development of local plans for vocational education.

### ENABLING OBJECTIVES

1. After completing the required reading, write sample program goals and objectives for a selected vocational program.

2. After completing the required reading, demonstrate your understanding of the procedures involved in generating program and support service alternatives, and in selecting the best alternative solution.

3. After completing the required reading, demonstrate knowledge of the important concepts and procedures to follow in developing implementation plans for vocational education.

4. After completing the required reading, demonstrate knowledge of accepted procedures and techniques for evaluating vocational programs and support services.

### NARRATIVE

This module deals with the last five steps of the comprehensive "Vocational Education Program Planning Model" presented in the Part I module of the same title. The importance of adequate planning to meet the needs of individuals and the employment needs of the community is stressed. The need for each local educational agency, whether secondary or post-secondary, to develop and submit an annual local plan (application) for vocational education as a basis for receipt of state and federal financial support is reviewed.

The module presents specific information about the procedures important to carrying out the following five steps in the planning process:

- establishing vocational program goals and objectives
- considering vocational program and support service alternatives
- selecting the best alternatives
- developing the implementation plan
- evaluating the programs and support services

| TASK STATEMENTS ADDRESSED | NUMBER OF PAGES |
|---|---|
| Numbers 6, 7, 8, 9, 10, 18, and 32 | 97 |

### ORDERING INFORMATION

Order No. LT 58B-6
Single Copy Price $6.75

RELATED R&D PRODUCTS

THE IDENTIFICATION AND NATIONAL VERIFICATION OF COMPETENCIES IMPORTANT TO SECONDARY AND POST-SECONDARY ADMINISTRATORS OF VOCATIONAL EDUCATION
by Robert E. Norton et al.

This report explains the research and analysis procedures used to identify and nationally verify the competencies important to local administrators of vocational education. It describes the use of DACUM (Developing A Curriculum), an innovative approach to curriculum development which was used to update and add to the competencies identified through a comprehensive literature search. This report further describes the national verification procedures used to determine which of the competencies identified are really important to vocational administrators who are performing at a highly satisfactory level. The Administrator Task Inventory instrument used in the national survey and on which a usable instrument response rate of 92.3% was obtained, is contained in Appendix E. The list of the 166 competencies verified as important and additional analysis made on the (1) importance of each task, and (2) degree of training needed by most administrators to effectively perform the task, are contained in the report. (RD 141)

ORDERING INFORMATION

Order No. RD 141
Single Copy Price $6.75

THE DEVELOPMENT OF COMPETENCY-BASED INSTRUCTIONAL MATERIALS FOR THE PREPARATION OF LOCAL ADMINISTRATORS OF SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION
by Robert E. Norton et al.

This report describes the curriculum development and field-testing procedures that were used by National Center staff in developing, field testing, and revising the six competency-based vocational education administrator modules. The following six procedures used in the development process are described: (1) verified competencies were tentatively clustered for curriculum development purposes, (2) a module format was devised, (3) six prototypic modules and a user's guide were developed, (4) the modules and user's guide were field tested in four types of instructional settings, (5) materials were revised based on the feedback obtained, and (6) materials were prepared for publication and dissemination. Copies of the field-test guidelines and instruments are contained in the appendix, and the results of field testing are reported. (RD 142)

ORDERING INFORMATION

Order No. RD 142
Single Copy Price $7.25

Both Documents (RD 141 and 142) = $12.25

## APPENDIX H

## Workshop Evaluation Instruments

Tuesday, February 14, 1978

NATIONAL WORKSHOP FOR PERSONNEL DEVELOPMENT FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION
DAILY PROGRAM SURVEY

DIRECTIONS

The title of each of today's activities appears across the top of the table below. Please rate each activity according to the items listed at the left of the table. In each cell, enter the number from the following scale which most appropriately represents your feelings regarding that activity. Each cell should be filled when you finish.

Rating Scale

| 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |

| Activity / Item | Presentations--CBAE Need & Basic Concepts | Small Group--Case Study Critique | Presentations--Research on Competencies | Small Group--Review of Available Studies | Small Group--Discussions of Studies | Presentation--Plan of Action | Wrap-Up--Large Group Discussion |
|---|---|---|---|---|---|---|---|
| Content was understandable | | | | | | | |
| Appropriate time was scheduled to cover topic | | | | | | | |
| Encouraged participation | | | | | | | |
| Discussion was valuable | | | | | | | |
| Presentation was stimulating | | | | | | | |
| Format was suitable for the material dealt with | | | | | | | |
| Topic needs further attention at this workshop | | | | | | | |

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations. Include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

| Strengths | Weaknesses |
| --- | --- |
| | |

General Comments and Recommendations

CBAE WORKSHOP

FINAL EVALUATION

**PART A: Looking Back...**

1. **Along each dimension below, circle the number which most appropriately expresses your opinion regarding the item in question.**

| | | | | | | |
|---|---|---|---|---|---|---|
| **A.** | **THE WORKSHOP (in general):** | | | | | |
| | **Stimulating** | 5 | 4 | 3 | 2 | 1 | **Dull, drab** |
| | **Useful to me** | 5 | 4 | 3 | 2 | 1 | **Not useful to me** |
| | **Addressed all my needs as a participant** | 5 | 4 | 3 | 2 | 1 | **Did not address my needs as a participant** |
| | **Contained an appropriate amount of activities** | 5 | 4 | 3 | 2 | 1 | **Contained an inappropriate amount of activities** NOTE: If you circled #1 or #2, please also check one of the following regarding the number of activities: ☐ too many ☐ too few |
| | **Provided ample opportunity to interact with others** | 5 | 4 | 3 | 2 | 1 | **Provided no opportunity to interact with others** |
| | **Met my expectations** | 5 | 4 | 3 | 2 | 1 | **Did not meet my expectations** |
| **B.** | **WORKSHOP MATERIALS** | | | | | |
| | **Well written** | 5 | 4 | 3 | 2 | 1 | **Poorly written** |
| | **Understandable** | 5 | 4 | 3 | 2 | 1 | **Confusing** |
| | **Content appropriate** | 5 | 4 | 3 | 2 | 1 | **Content not appropriate** |
| **C.** | **FACILITIES/ACCOMODATIONS:** | | | | | |
| | **Excellent** | 5 | 4 | 3 | 2 | 1 | **Poor** |
| **D.** | **STAFF/PARTICIPATION INTERACTIONS:** | | | | | |
| | **Excellent** | 5 | 4 | 3 | 2 | 1 | **Poor** |

(OVER PLEASE)

2. Most valuable aspect(s) of the workshop:

3. Least useful aspect(s) of the workshop:

**PART B: LOOKING AHEAD...**

4. **How could this workshop have been improved?**

5. **What kinds of additional assistance from the workshop and/or Center staff do you need or desire?**

6. **What particular ideas or issues related to the workshop would you especially like to pursue further?**

7. **GENERAL COMMENTS AND RECOMMENDATIONS:**

_____
Name

National Workshop for Personnel Development for
Local Administrators of Vocational Education

Estimate of Performance

(Confidential)

This booklet contains several easy-to-complete items. Please respond to each item as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the workshop. Your responses will be kept confidential and not used to make any judgmental statements about you or anyone else.

Name _____
Date _____
Module No. LA-101

Use the Competency-Based Approach for Improving the Preparation of Local Administrators of Vocational Education

(Module LA-101)

Directions: The following tasks describe several of the performance components necessary to effectively use the competency-based approach for improving the preparation of local administrators of vocational education in an actual state or institutional setting. Using the definitions for each level of performance given below, you are to respond to several items on the next two pages. First, please study the definitions given below.

| | |
|---|---|
| Poor: | You are unable to perform this task, or have only very limited ability to perform it. |
| Fair: | You are unable to perform this task in an acceptable manner, but have some ability to perform it. |
| Good: | You are able to perform this task in an effective manner. |
| Excellent: | You are able to perform this task in a very effective manner. |

Now, please respond to each of the items by checking (✓) your current estimated level of performance.

| A. At this time, how well can you perform (execute) the following tasks? | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | Poor | Fair | Good | Excellent |
| 1. Describe the concepts and rationale underlying the CBAE approach to administrator education..... | | | | |
| 2. Describe the available research concerning the competencies needed by vocational administrators..... | | | | |
| 3. Describe the nature and use of CBAE curricula..... | | | | |
| 4. Describe and contrast alternative delivery strategies for implementing administrator education programs..... | | | | |
| 5. Develop and make operational an appropriate program design for implementing a CBAE approach in your specific situation..... | | | | |
| 6. Select or develop appropriate instructional materials for meeting the professional preparation needs of present and prospective administrators..... | | | | |
| 7. Orient program participants (and others) to the CBAE approach to administrator education..... | | | | |
| 8. Effectively implement and manage an administrator preparation program using a CBAE approach..... | | | | |

B. How many times have you already used the CBAE approach for improving the preparation of local administrators of vocational education in an actual instructional setting?

_____ 0
_____ 1-3
_____ 4-6
_____ 7-9
_____ 10 or more

C. At this time, how well do you feel you could use the CBAE approach for improving the preparation of local administrators of vocational education in an actual institutional setting? (Consider all of the tasks involved.)

_____ Poor
_____ Fair
_____ Good
_____ Excellent

Thank you

# APPENDIX I

## Sample Final Reports

MSU

SCHOOL OF BUSINESS
HARVEY A. LARSON, DEAN
ALFRED L. DAY, ASSISTANT DEAN
MONTANA STATE UNIVERSITY, BOZEMAN 59715

June 8, 1978

To: Dr. Robert Norton, Project Director, Local Administrator Program

From: Dan Hertz, Gus Kork, and Jeff Wulf - Montana Team

Re: Final Report

I. Major Activities Since May 15, 1978 Report

A. Acceptance and funding by the Montana Office of Public Instruction, Vocational Division, of a research proposal entitled "Feasibility Study to Determine Needs of Montana Relative to the Preparation of Local Administrators of Vocational Education." (see enclosure)
B. Start screening applications for the individual who will carry out the research activities.
C. Continue to develop criteria for certification of Vocational Administrators.

II. Major Activities Scheduled for the Next Two Months

A. Appoint the Advisory Committee.
B. Select individual who will carry out the research.
C. Contact the Project Consultants.
D. Complete Montana Vocational Association planning.
E. Carry out workshop at Northern Montana College -- June 22-24.
F. Meet with the State Certification Officer to discuss changes in certification requirements for vocational administrators.

III. Problems and Successes Encountered in Implementation of the Plan

Plans for implementation are quite successful to date. The research proposal has been approved. After completion of the research activities (February-March, 1979), and if need is identified, an Externship Program for purposes of preparing Local Administrators of Vocational Education will be proposed.

IV. Assistance Desired

Suggestions for modification, improvement, and change to the research questionnaire will be solicited from Dr. Robert Norton. Additional information, as needed, will be requested from The Center. Modules developed by the Center for competency-based local administrator training will be ordered when needed.



TELEPHONE (406) 994 4421

## V. Materials and Dissemination Activities

Materials resulting from the research activities as relating to the proposed Externship Program would be distributed in February-March, 1979.

ADMINISTRATOR PLAN OF ACTION FINAL REPORT

**Institution:** Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

**Date:** June 30, 1978 **Date Received at NCRVE:**

**Submitted by:** Roland J. Krogstad

**Period Covered:** February 17, 1978 to June 30, 1978

1. **Major Activities Pertaining to Implementation of Plan:**

   a. A report was made to my bureau director.
   b. An ad hoc committee was formed and met on March 2, 1978.
   c. A questionnaire was cooperatively developed, duplicated by UW-Madison, and sent by DPI and WBVTAE to over 700 local administrative staff on the secondary and postsecondary levels to conduct an "Assessment of Training Needs of Vocational Administrators."
   d. Administrator Training Modules have been placed in RCU.
   e. Questionnaire returns were processed through use of computer by UW-Stout.
   f. A report of the findings will be prepared by the RCU.
   g. The final report will be analyzed by ad hoc committee, teacher educators, local and state staff at secondary and postsecondary levels.
   h. Future strategies for improving local administrator training will be developed and discussed with administrative staff.

2. **Problems or Successes Encountered:**

   a. One problem was the length of the questionnaire (8 pages).
   b. Some questionnaires were returned late which required reruns.

3. **Materials and Dissemination Activities:**

   a. A questionnaire was disseminated.
   b. A report of the assessment was prepared, for future analysis and review.
   c. District Instructional Services Administrators will be apprised of the Administrator Training Modules which will be disseminated upon request.

RK/ksr

## APPENDIX J

Centergram Announcement Article

# CENTERGRAM

Volume XII, No. 8 August 1977

## CVE CONDUCTS PERSONNEL DEVELOPMENT PROJECTS

The Center will conduct seven national projects in FY 78 funded by the USOE Educational Professions Development Act (EPDA). Each project includes workshops/seminars which will focus on enhancing personnel development of specific segments of the population with interest or emphasis in vocational education.

Although many of the project workshops will convene in the State of Ohio, each of the workshops/seminars involves a concern which holds national significance.

An EPDA advisory panel convened by Dr. Billie Pope, EPDA Coordinator for the State of Texas and Director of the EPDA 553 panel, determined areas of need for professional development across the nation. More than 500 vocational educators then decided the priority listing of those needs, and twenty-three national priority needs were announced. The Center was awarded seven contracts for national projects.

The teaching strategies of these seven projects are unusual in that they reach individuals in a ripple effect. Each project provides preparation in improving personnel development to about twenty people, two from each of ten selected regions. These twenty individuals return to their regions and teach representatives from the states in their regions, who, in turn, provide training for people at the local level in their states.

The seven projects awarded to The Center for Vocational Education are as follows:

**1. National Workshop to Improve Postsecondary Vocational-Technical Personnel Development.**

This project includes designing materials and conducting a national workshop, tentatively scheduled for February 20-25, 1978 at The Center, to provide preparation in better teaching techniques to a minimum of twenty postsecondary vocational-technical educators and ten administrators or faculty responsible for staff development programs.

An advisory/planning committee consisting of persons experienced in training postsecondary vocational-technical teachers and persons involved in the operation of technical institutions and other colleges will assist in identifying key competencies needed by teacher educators who prepare postsecondary teachers and by administrators of staff development.

Project members will provide technical assistance to facilitate the implementation of improved programs to prepare teachers and administrators of postsecondary vocational-technical institutions to meet the needs of students enrolled in these institutions.

In addition, project staff will develop a training package relevant to the needs of teacher educators and administrators and/or faculty responsible for staff development programs.

**2. Leadership Development for Inner City Vocational Education.**

This project will assist large city directors of vocational education in coping with common problems by developing leadership skills through four main activities: (1) resource assessment; (2) a seminar for developing administrators for large city vocational education, March 27-31, 1978 at The Center; (3) technical assistance to selected city directors, and (4) a resource handbook which describes the needs of and strategies to meet the needs of inner city vocational education programs.

The project will focus on improving the planning, budgeting, management, and leadership practices of urban vocational education programs in three essential areas: (1) a funding base—providing a more adequate and equitable funding base for large city vocational education programs from state, local, and federal sources; (2) basic academic instruction—providing opportunities for inner city vocational students to acquire reading, communication, and math skills required for coursework and jobs; and (3) vocational guidance—helping vocational students to better choose careers and educational programs suited to their interests and abilities.

**3. Improving Vocational Planning and Education Capability.**

This project will assist state planning and evaluating staff in providing high quality reports and valid statistics as required by state and federal legislation. The question, "Does vocational education make a difference?" is continually asked by legislators. Planning and evaluation are two keys to that inquiry.

A planning committee will assist the project staff in identifying specific competencies. Strategies will be developed to assist state department personnel in planning and implementing follow-up studies, and in utilizing the results of follow-up studies. The ability to analyze existing state plans for carrying out follow-up studies is essential. One major immediate benefit is the improvement of participants' skills in areas of follow-up studies.

Project staff will conduct a seminar on January 23-25, 1978 at The Center which will provide preparation in upgrading the planning/evaluation knowledge and skills of participating state team members.

Long term results include providing participating states the ability to generate improved evaluation reports and to better plan their vocational education programs.

**4. Improving Governance of State Vocational Education.**

Because of the continually shifting societal concerns and priorities, and the provisions of the Education Amendments of 1976, a need exists to offer services to assist state directors in common problem areas.

This project will provide an opportunity for the professional development and self-improvement of vocational education agency heads and selected members of their staffs on a nationwide basis.

The project consists of (1) an intensive one-day presession, September 26, 1977 in Orlando, Florida, for new state directors of vocational education to participate in activities to facilitate their orientation to state-level leadership; (2) an intensive four-day seminar, September 27-30, 1977, with the overall theme of "Improving Guidance of Vocational Education at the State Level"; and (3) follow-up technical assistance in the planning and conducting of regional inservice meetings for staff of state directors of vocational education.

**5. Implementing Performance-Based Teacher Education.**

This project helps selected vocational teacher education institutions to implement more fully functioning and broadly based performance-based teacher education (PBTE) programs.

Project staff will (1) help institutions in identifying their current statuses and problem areas in relation to implementing PBTE; (2) conduct a workshop, tentatively set for October 5-7, 1977 at The Center, to provide interaction between participants and consultants in order to solve institution-specific PBTE implementation problems; (3) provide technical assistance to participating institutions as they implement their plans of action; (4) provide documentation concerning PBTE implementation problems, strategies, and solutions for use as a resource by others interested in implementing PBTE; and (5) disseminate the results of implementation in five institutions and the implementation resource materials developed in the project.

**6. Business-Industry-Labor Inputs in Vocational Education Personnel.**

Project staff will provide specific technical assistance to ten selected institutions and/or agencies throughout the nation who have a definite commitment to increase business, industry, and labor inputs into vocational education personnel development programs.

Strategies will be developed for increasing business, industry, and labor inputs into vocational education personnel development, and then a three-day technical assistance conference will be conducted, tentatively scheduled for March 27-29, 1978 in Kansas City, Missouri.

The conference will assist three-person teams from each of the ten institutions and/or agencies in developing specific actions and acquiring identified and needed competencies. Team members then will be able to return to their institutions and/or agencies with specific information and action plans to maximize business, industry, and labor inputs in vocational education personnel development plans.

In addition to conducting the conference, project staff will produce a technical assistance handbook, audiocassette tapes of selected technical assistance information, and a final report.

**7. Vocational Education Personnel Development for Local Administrators.**

Because local vocational administrators are receiving increasing responsibilities for planning and general administration, and because programs are needed to more effectively prepare these individuals for their responsibilities, The Center will conduct this national training project.

The primary purpose of this project is to develop the skills of thirty selected vocational teacher educators and state department decision makers to improve and/or to develop strategies within their states to meet the need for preparing local administrators of vocational education.

The major activity of the training program will be a four day national workshop in January 1978 which will focus on the competency based approach to administrator training (location to be announced). The workshop also will assist participants in interpreting the findings of recent administrator research studies, in consideration of the alternative preservice and inservice delivery strategies available, and in reviewing the latest and best curricular materials available for administrator training.

Each team at the workshop will develop a state plan of action for improving administrator training with their respective states and institutions. Center staff will assist teams in implementing these plans by providing individualized on-site technical assistance.

From conducting all of these projects funded by the EPDA, Bureau of Occupational and Adult Education, U.S. Office of Education, the most important expected result is that participants will use the skills they acquired during the projects. The use of these skills is expected to enhance the development of appropriate new skills and produce improved personnel development of individuals working in vocational education.

# New Publications

*The Future of Vocational Education: Papers from the Bicentennial Conference on Vocational Education, Minneapolis, Minnesota, October 10-13, 1976*, edited by Albert J. Pautler, Jr., 1977. A collection of major addresses and presentations by leading experts from various fields at the National Bicentennial Conference on Vocational Education. (SN 14 - $13.00)

*Women, Work, and Vocational Education*, by Corinne H. Rieder, Associate Director, NIE, HEW, 1977. Discusses the many problems, confusions, and discriminatory practices women in the working world face. (OC 26 - $1.90)

*Commentary on Legislation Affecting Vocational Education Research and Development*, by John F. Jennings and Charles W. Radcliffe, 1977. Mr. Jennings, Counsel and Staff Director, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, U.S. House of Representatives and Mr. Radcliffe, Minority Council, Committee on Education and Labor, U.S. House of Representatives comment on the basic rationale and foundation upon which the vocational education R&D provisions in PL 94-482 were established and the expectations of Congress concerning vocational education R&D outcomes. (OC 27 - $1.90)

*Career Planning Support System* (CPSS). The Career Planning Support System is a comprehensive guidance program management system which provides innovative techniques to improve a high school's career guidance program. Developed and tested under the sponsorship of the National Institute of Education, CPSS focuses on the skills students need to make decisions about and pursue their life goals. It offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community. It is offered in a complete set, ready for school implementation, or by individual components of the system. Complete set of CPSS Components (with multiple copies as indicated below): RD 119 - $80.00.

Individual Components with Single Copy Price:

*Coordinator's Training Guide* (RD 119A - $4.40)
*Coordinator's Handbook* (RD 119B - $6.25)
Camera Ready Forms (RD 119BM - $7.40)
*Advisory Committee Handbook* (RD 119C - $1.75)
(Complete set includes 10 copies.)
*Assessing Resources* (RD 119D - $4.50)
*Assessing Needs: Surveying* (RD 119E - $1.90)
(Complete set includes 5 copies.)
*Assessing Needs: Tabulation* (RD 119F - $3.80)
(Complete set includes 5 copies.)
*Analyzing Methods* (RD 119G - $1.75)
*Manual for Writing Behavioral Objectives* (RD 119H - $3.25)
*Writing Behavioral Objectives* (RD 119I - $1.75)
*Producing CDUs* (RD 119J - $1.90)
(Complete set includes 10 copies)
Filmstrip/Audio Tape Presentations (filmstrip/cassette tape): (RD 119K - $15.00)
AV-1: "An Orientation to CPSS"
AV-2: "Shaping Program Goals"
AV-3: "Behavioral Objectives"
AV-4: "Producing CDUs"

*Performance Content for Job Training* (PCJT). A five volume set of procedures and guidelines for using the Task Survey process in curriculum planning and development. PCJT, developed under the sponsorship of the National Institute of Education, offers a systematized and data based approach for deriving curriculum content for programs of occupational preparation. The five volumes (listed on the next page) are offered separately or together in a cased set.